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Thematic Grade Two


Module 6B: Beyond Canada



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Grade Two Thematic Module 6B: Day 10 to Day 18 **Beyond Canada**



Grade Two Thematic
Module 6B: Beyond Canada
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

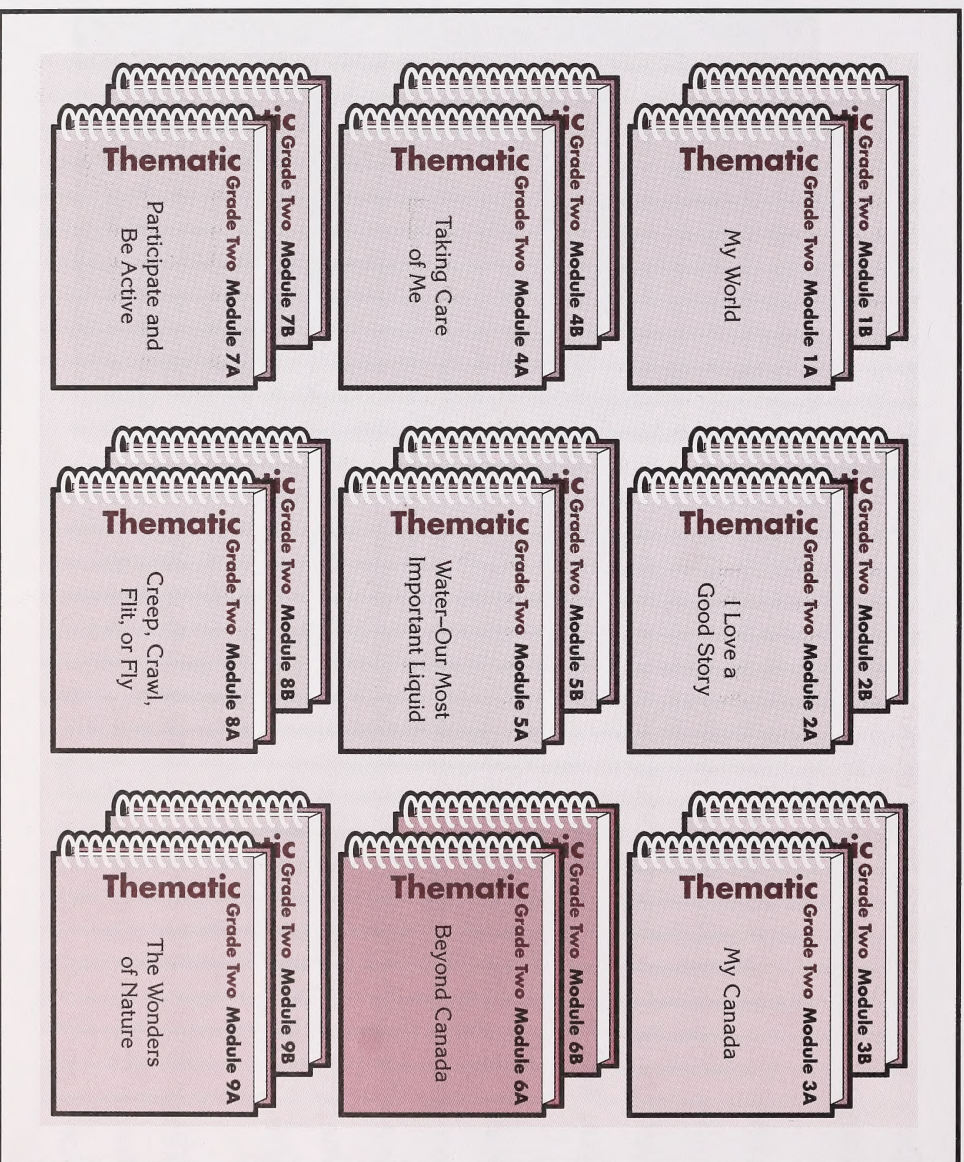
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Read all the text to the student as he or she follows along.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it is about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.

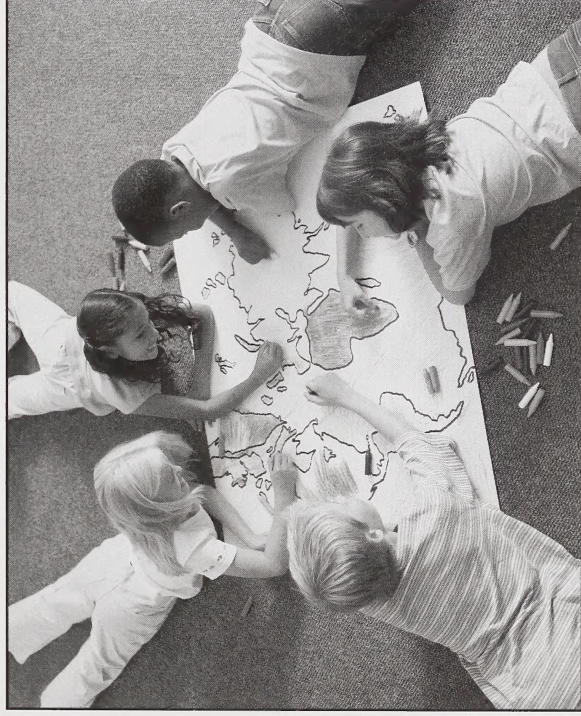


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Beyond Canada



You learned about the people who live in your community in Module 1 and Module 2.

You learned about the people who live in different places in Canada in Module 3.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

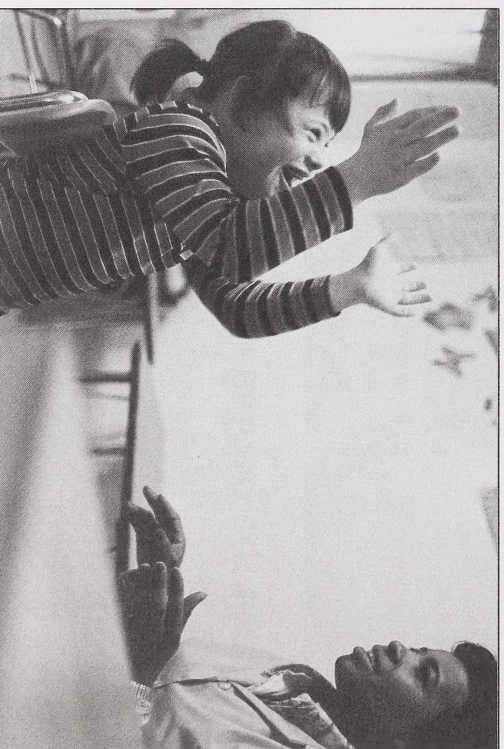


In this module you will learn about people who live in other countries around the world.

You're going to read interesting tales and stories from other countries.

And you will enjoy some new music as well.

So, get ready to continue the adventure in Module 6!



Day 10: Life in a Chinese Community



You celebrate special occasions in different ways. So do the people in China.

Today you will learn about Chinese customs and festivals.

You will also make a special Chinese decoration.

Calendar Time

Follow the daily procedure.



Work on **Module 6: Day 10.**

Journal Time



Take out **your journal**. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Assist the student with selecting a topic as needed.

Customs and Festivals



Take out your book *Tales Near and Far*.

Read “The Legend of Hua Mu-lan” aloud.

Turn to page 19. Look at Mu-lan’s wedding dress. How is it different from the usual Canadian wedding dress?

Different countries have different **customs**. In China it is a **custom** for a bride to wear a red wedding dress.

The Chinese have many festivals and celebrations during the year. Each season has several special festivals. Here is a list of a few of them.

Spring	<ul style="list-style-type: none">• Chinese New Year• Lantern Festival
Summer	<ul style="list-style-type: none">• Dragon Boat Festival
Autumn	<ul style="list-style-type: none">• Mid-Autumn Festival
Winter	<ul style="list-style-type: none">• Winter Solstice Festival

Ask the student to “bring the story to life” as he or she reads it by conveying the emotion of the story. Encourage the student to pronounce the words correctly; to enunciate clearly; to read with sufficient volume, pitch, and speed; and to attend to phrasing and emphasis.

The student should notice that Mu-lan’s dress is red. Explain that, in China, the colour red is considered lucky because it is a strong colour. Tell the student that a *custom* is an established way of doing things that a person or a group of people always follows.

Chinese New Year falls between January 20 and February 20. Each year has its own animal sign, like the horse, the snake, the dragon, and the tiger. There are 12 signs in total. While researching customs or festivals (in a later activity), ask the student to find out what the current year is called in the Chinese calendar.

The biggest and most important festival is Chinese New Year. Each year has its own animal sign.



pig



rat



dragon



dog



horse



ram



rabbit



ox



monkey



rooster

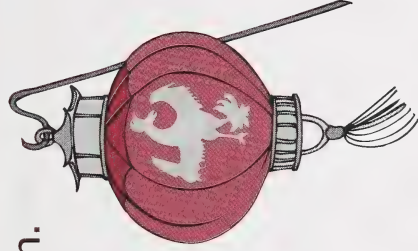


tiger

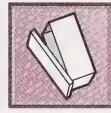


snake

Another Chinese custom is the hanging lantern. A lantern is a traditional lamp in China. It is often made of thin paper wrapped around a candle or light bulb. Large red lanterns hang outside palaces and temples as decorations. Chinese people also hang lanterns at the front door of their homes when they celebrate special occasions, like weddings, birthdays, or Chinese New Year.



You can make your own Chinese lantern.



Take out a pair of scissors and glue or a stapler.



Take out construction paper. You may use gift wrapping paper for a different effect.

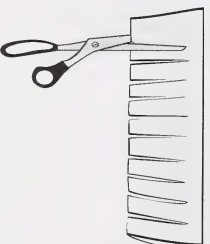
Help the student make the lantern. Demonstrate how by making one yourself.

How to Make a Chinese Lantern

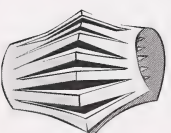
1. Fold a rectangular piece of paper in half, making a long, thin rectangle.



2. Make a series of cuts (about a dozen or more) along the fold line. Be careful not to cut all the way to the edge of the paper.

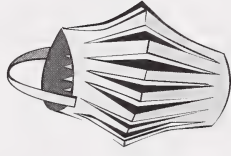


3. Unfold the paper. Glue or staple the short edges of the paper together.

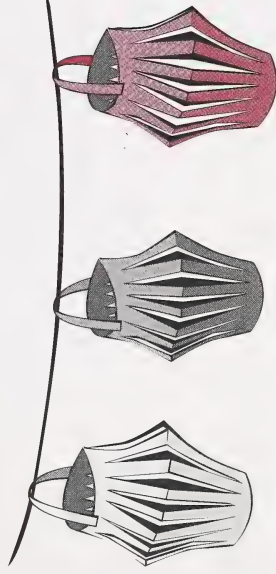


Help the student measure and cut out the handle.

4. Cut a strip of paper that is 16 centimetres long and 2 centimetres wide. Glue or staple this strip of paper across one end of the lantern. This will be the handle of the lantern.



5. Optional: Make a lot of lanterns and string them along a length of yarn. Decorate your room!



Research Project



Take out lined paper.

Have the student select either topic (a custom or a festival) to research. Read over the “Sources of Information” chart. Encourage the student to use a variety of resources. Refer to the Home Instructor’s Guide for further information about researching this topic.

Find out more about a Chinese custom or festival. Use several resources to do your research. An important source of information is people. Talk to people in your community who might know about the topic. What other ways can you find information? Use your **Sources of Information** chart. After you do your research, write about what you found.



You will send your report about a Chinese custom or festival to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Fun with Phonics

Most of these words are from the selection “The Legend of Hua Mu-lan.” Read them aloud. Listen for the long vowels **e**, **o**, and **u**.

weak rode cube home even

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Review the rule for long vowel sounds: If a word or syllable has two vowels, the first vowel usually stands for the long sound, and the second vowel is silent (for example, **bean**, **rope**, and **mule**).

Have the student write the sentences you dictate containing words with the long vowels *e*, *o*, and *u*.

1. Sue likes her blue flute.
2. Do seals have big feet?
3. I hope we have soap.
4. We rode the mule to the east gate.

Check the spelling, punctuation, and circled words afterward with the student. Long vowel *e* words are *seals*, *feet*, and *east*. Long vowel *o* words are *hope*, *soap*, and *rode*. Long vowel *u* words are *Sue*, *blue*, *flute*, and *mule*. (Note that the phonics book does not differentiate between the sound of the *u* in *mule*, *Sue*, *blue*, and *flute*. In many areas of Canada, we may pronounce *mule* differently from the rest of the words.)

You're going to write other words that have the long vowels **e**, **o**, and **u** in them. Print the sentences you hear your home instructor say on the lines. Circle in green the words with the long vowel **e**. Circle in yellow the words with the long vowel **o**. Circle in blue the words with the long vowel **u**.

1.

2.

3.

4.



How Does Life in China Compare to Yours?

Listen again to “The Wu Family of China.”

What do people in Yang’s community do for fun? Why do they go outside? How is that different from what you and your friends and family do for fun? Are there similarities between what you enjoy and what Yang enjoys? What are they?

The **environment** in Yang’s community is different from the one you live in. What is the difference? How does the environment influence people and how they live? Compare what you have learned about the needs of people in a Chinese community with the needs of people in your own community.

Module 6B: Beyond Canada



Read “The Wu Family of China” to the student. It is in the Home Instructor’s Guide for Module 6A (Day 8). Then discuss the similarities and differences between recreational activities in China and Canada.

Explain that *environment* means the physical surroundings people live in. Discuss the differences between the environments in Wu Yang’s community and Canada. The tiny homes the people live in encourage them to go outside for recreation—the warmer climate allows this. The climate in Canada is much colder and people must dress warmly for much of the year. Wu Yang doesn’t need heavy winter clothing like the student does. Discuss how an environment influences how people dress and what they do for fun.

Recall from the discussion about Olabisi how the student could show Wu Yang respect and appreciation for his way of life: by understanding how and why the people in his community live the way they do, by asking questions and showing a desire to learn about him and his community, and by accepting the differences between the two lifestyles. Explain that appreciation means thinking highly of or valuing someone or something.

With the student, brainstorm a list of interesting questions the student could ask Wu Yang. Have the student think of at least five questions.

Your needs and Yang's are the same. How you meet your needs are different. How could you show Wu Yang that you respect his way of life? How could you show

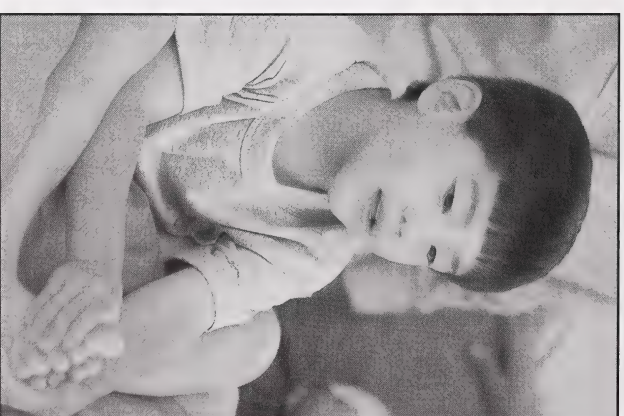
appreciation for it?

Interesting Questions



Take out lined paper.

Imagine that Wu Yang is coming to visit your community. You will get to meet him. What are some things you would like to ask him? Make a list of five interesting questions you would like to ask Wu Yang about his community.



You will send your list of questions to your teacher on Day 18.



Complete Day 10: Assignment 1 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

How did your lantern turn out? Could you improve it? How?

Would you like to live in China? Why or why not? Would you like to visit China? Why or why not?

What would you miss if you left Canada?

What parts of the day did you enjoy?

Is there anything you would like to share with your teacher about today's activities?

Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 6B and complete Day 10: Learning Log. Have the student include his or her comments.



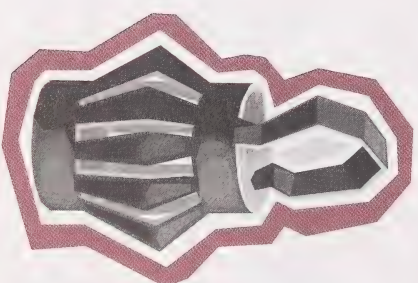
Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

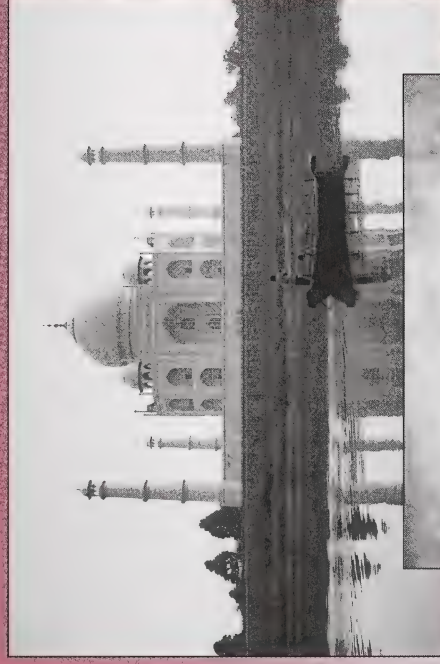
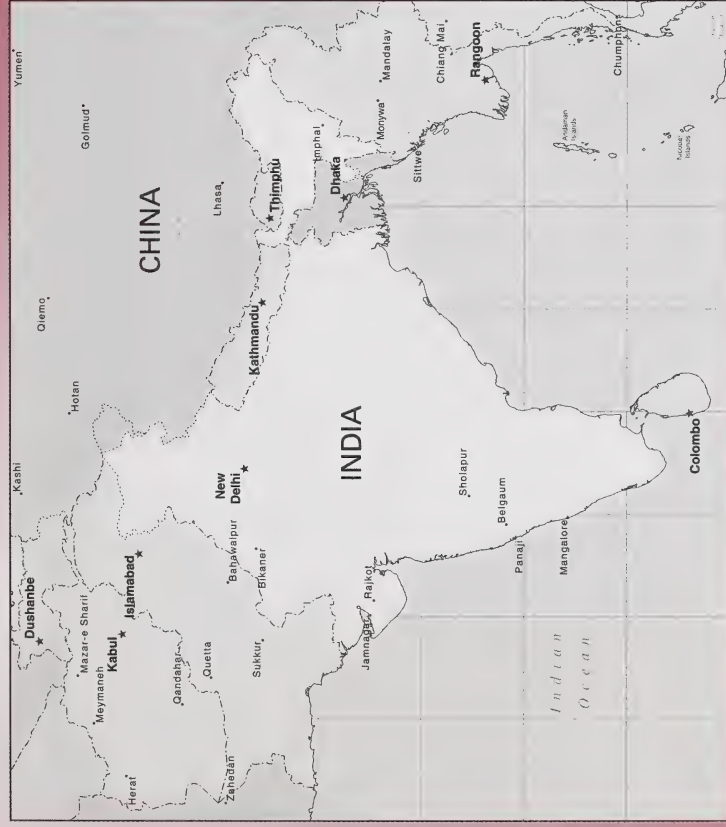
- Read pages from “The Legend of Hua Mu-lan.”
- Show your lantern. Explain how you made it.
- Help members of your family make a lantern.
- Read your report about a Chinese custom or festival.
- Talk about what you learned about China today.



Day 11: Nita's Community

You've already learned about a West African community and a Chinese community. Today you will learn about a community in India.

You will also read a very interesting story about kings and queens in India long ago.



Calendar Time

Follow the daily procedure.



Work on Module 6: Day 11.

Music and Movement

Today you're going to sing a song called "B-A Bay."

It's a singing game with the long vowels **a, e, i, o**, and **u**. You reviewed long vowels in Days 9 and 10.



Read the words to the song "B-A Bay" on page 17 of the *Music and Movement in the Classroom* booklet. Warm up your voice and sing along to the music.

Read each line of Verse 1 in the singing game "B-A Bay" and have the student echo in response. Ask the student to do a vocal warm-up before singing. Locate "B-A Bay #1" on *Music and Movement in the Classroom* CD #1. Play the recording. Track the words as you and the student sing along to the recording. Repeat the song one or two times.

Have the student create a verse by replacing the beginning consonants of each line. Sing and dramatize the new verse with the instrumental music in "B-A Bay #2."

An Indian Tale

Read the title of the story that begins below. Look at the pictures too. Where do you think the story takes place?

Before you read the story, follow the instructions that appear after the story.

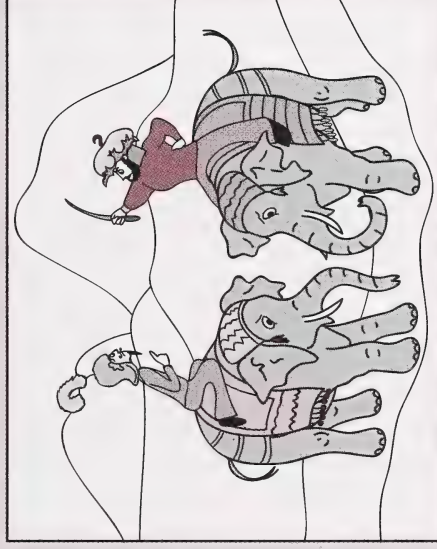
Have the student read the title and discuss the pictures in the story. Tell the student that the clothes and elephants suggest this story takes place in India. Have the student read the story by following the directions and questions that come after the story.

The Red Uniforms

Long ago and far away, two emperors lived in peace and happiness. Their children played together. Their wives were best friends.

One day, the emperors had a terrible argument.

"We shall go to war!" cried Emperor Jatika.



continued . . .

"The battle shall begin in one week!" shouted Emperor Ramajin. "We will meet at the battlefield near the river!"

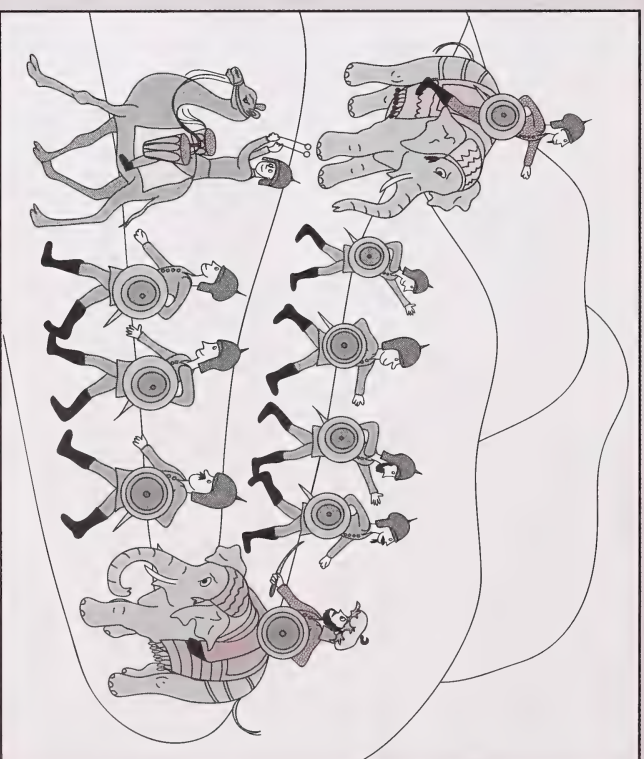
The emperors began to prepare for war.

Emperor Jatika's soldiers polished their shields and sharpened their swords. They marched around the palace beating their drums.

Emperor Ramajin's soldiers polished their helmets and sharpened their spears. They marched around the kingdom stamping and shouting.

When the Emperor's wives saw this, they were not pleased.

"We won't be able to visit each other if there is a war!" cried Empress Jatika.



continued . . .

"Our children won't be able to play together if there is a war," said Empress Ramajin. "War is silly. We must do something!"

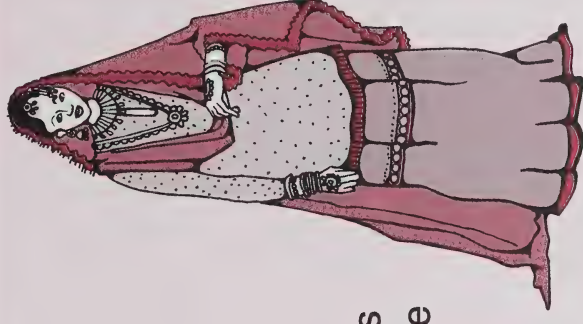
"I have an idea. Listen closely." Empress Jatika whispered her plan to her friend.

That very day, Empress Jatika went to her husband and said, "I saw the army marching around the palace. Their old uniforms are a disgrace! They must have new uniforms before they go to war. I think some beautiful red uniforms would be best."

Emperor Jatika agreed. He asked the empress to arrange for the new uniforms.

In the other kingdom, Empress Ramajin was also talking about uniforms. "I saw the soldiers marching around the kingdom. Their uniforms are dull and boring. The soldiers would fight harder if they had lovely red uniforms."

continued . . .



Emperor Ramajin agreed.

On the morning of the battle, the two armies marched proudly toward the river. Both armies wore their beautiful new uniforms.

Emperor Jatika led his army to the edge of the forest. "When you see the enemy coming over the hill, charge forward," he explained.

Just then, they spotted the other army coming. "Charge!" shouted Emperor Jatika.

The two armies met at the top of the hill. They both stopped and stared. Which side was which? No one could tell. Both armies were dressed exactly the same!

The soldiers couldn't fight. They didn't know which soldiers were enemies and which were friends. And so that was the end of the war.



continued . . .

Back in the palace, the empresses giggled. "Red is my favourite colour," said Empress Jakita.

"Mine too," smiled Empress Ramajin.

Read the first page of the story aloud. Which characters did you meet on this page?

What happened between the two emperors?

Read the second page of the story aloud.

Were the empresses happy about the war?

Circle  **Yes** or **No**.

Read the first two paragraphs on the third page of the story.

What do you think the empresses' plan might be?

Have the student answer the questions orally.

Ask the student to explain why the empresses were unhappy.

Have the student answer the questions orally.

What do you think will happen?

Finish reading the story.

Was your prediction correct? Circle  **Yes** or  **No**.

Read the story again. This time read silently.

Journal Time



Take out your journal. Turn to the Reading Response section.

Did you like the way the story "The Red Uniforms" ended?
How else could it have ended?

Would you like to be one of the empresses? Why? Would
you like to be one of the emperors or one of the soldiers?
Why?

Remember to print today's date at the top of the page.

Discuss the questions listed.
The student can use these ideas
or write his or her own thoughts
about the selection.

My Favourite Part



Take out unlined paper and crayons or paint.

What is your favourite part of the story “The Red Uniforms”? Draw and colour a picture that shows your favourite part. Write a few sentences about it too.



You will send your work to your teacher on Day 18.



Discuss which part the student liked best. Have the student write a few sentences about it under the picture.

Refer to the Home Instructor's Guide for more information about this activity.

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

These words are from the story "The Red Uniforms." Read them to your home instructor.

cried

which

peace

around

shouted

Check that the words are listed alphabetically.

Print the new words in alphabetical order.



Use two new words to complete the following sentence.

1. _____ scarf do you like to wear
_____ your neck?

On the lines, print the answers to the following.

What is the base word of **shouted**? _____

This word is a homonym for **witch**. _____

Which two words make the compound word **around**?

_____ and _____

This word is a homonym for **piece**. _____

What is the vowel pair in **cried**? _____

The answers are *which* and *around*.

The answers are *shout*, *which*,
a and *round*, *peace*, and *ie*.

If there are any other words from the selection "The Red Uniforms" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 11: Assignment 2 in your *Assignment Booklet*.

Words Past and Present

Read these sentences.

I like to **play**.

I **played** with the cat.



How are the words **play** and **played** different? What was added to the base word **play** to make it mean it happened in the past?

Rewrite the sentences below to change them from present to past.

Just then, they spot the other army.

They both stop and stare.

The empresses giggle.

Break for lunch.



The sentences should be rewritten as follows:

- Just then, they *spotted* the other army.
- They both *stopped* and *stared*.
- The empresses *giggled*.

Both you and the student read silently for ten minutes.

Silent Reading

Enjoy your reading time.



Fun with Phonics

These words are from the book *Tales Near and Far*. Read them aloud.

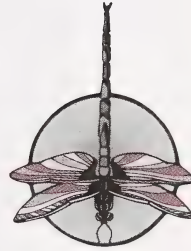
uphill downhill backstroke whoever everywhere

What kind of words are the coloured words? Yes, they're compound words.

Review what a compound word is—a word made up of two or more words joined together to make a new word (for example, *maybe*, *cupcake*, and *raincoat*).

You're going to write other compound words. On the lines below, print the sentences you hear your home instructor say. Circle in brown the compound words.

1. _____
- _____
2. _____
- _____
3. _____
- _____
4. _____
- _____



Have the student write the sentences you dictate.

1. Is there any mail in the mailbox?
2. I like strawberries on my oatmeal.
3. We rode on the sailboat.
4. The dragonfly flew away.

Check the spelling, punctuation, and circled words afterward with the student. The compound words are *mailbox*, *strawberries*, *oatmeal*, *sailboat*, and *dragonfly*.

Review the meaning of fiction (imaginary events and people) and non-fiction (based on true facts). Guide the student to see and say that "The Red Uniforms" is fiction because it is a tale (an imaginary story where the events couldn't really happen).

Ask the student to name another fiction story that was read recently.

Have the student locate India on the map, then answer the questions on the lines. Check the answers with the student.

An Indian Story

You read the story "The Red Uniforms" this morning. Is it fiction or non-fiction? What tells you it is fiction?

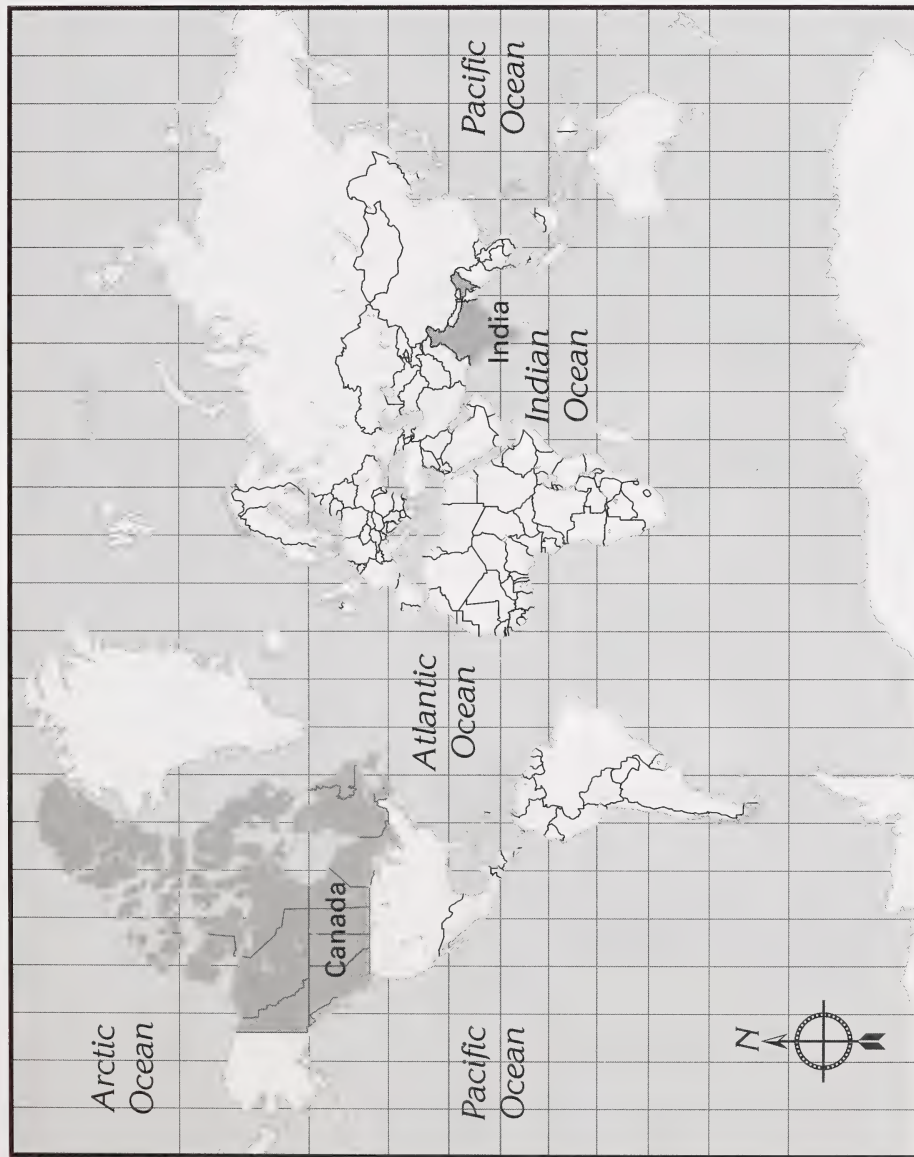
"The Red Uniforms" is a fiction story that takes place in **India**. You are going to listen to a non-fiction story about a girl named Nita who lives in a farming community in India. Look at the world map on the next page. Find India.

The name of your country is _____.

The name of your province or territory is _____.

The name of your community is _____.

On the map, draw a green circle around your province or territory. Draw a blue circle around India.



Have the student use the map on page 33 to answer the questions.

Answer the following questions by drawing a circle around your answer.

Would you have to cross an ocean if you wanted to visit India? yes no

Which country is further south, Canada or India?

Canada India



Now sit back and listen to Nita's story.

You have heard how Nita and her family and community meet their needs. Are Nita's needs the same as yours?

Circle **Yes** or **No**.

Talk about how some of the needs of Nita's community are met. What do the people in Nita's community do for fun? What kind of jobs do they have? What have you learned about the school in Nita's community? What kind of house does she live in?



Compare the way Nita's needs are met to how yours are met. How are they similar? How are they different?



Take out a sheet of unlined paper.

Read the story "Nita's Community in India" in the Home Instructor's Guide.

Talk about the story and have the student share his or her thoughts and feelings about it. Discuss the similarities and differences in Nita's life and the student's life. Talk about Nita's school, her house, what kinds of jobs people have (farmers, teachers, home workers), and what she and her friends do for fun. Explain any vocabulary the student may not be familiar with.

Assist the student to select an example of how he or she helps at home. Discuss what tools, if any, are used in completing the task.

This is a picture of Nita helping at home, bringing water from the village well. What are some things you do to help at home?

Draw a picture of yourself helping at home. In your picture, show what you might use to help you do the work. Under the picture, write what you are doing.



You will send your work to your teacher on Day 18.



Complete Day 11: Assignment 3 in your Assignment Booklet.

Did You Know?

One billion people live in India. Most of them live in villages.

Madurai, Tamilnadu, India



Toronto, Ontario, Canada



30 million people live in Canada. Most of them live in cities.

Looking Back

How easy or difficult was it for you to read the story
“The Red Uniforms”? Why?

Is reading getting easier for you?

What do you do when you come to words you don't
understand?

Do you use the strategies on the **Reading Strategies**
chart? Why or why not?

Do you like to read? Why or why not?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6B
and complete Day 11: Learning
Log. Have the student include
his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "The Red Uniforms."
- Show the picture you drew of your favourite part of the story "The Red Uniforms." Read what you wrote about it.
- Play "B-A Bay" and sing along to it with your family.
- Tell what you learned about India.
- Show the picture you drew of yourself helping at home. Tell what Nita does to help at home.



Day 12: Food for Thought

People in Canada eat many different kinds of foods. Do you and your family have favourite foods that you like to cook and eat?

In your community, there may be restaurants that make and serve food from other countries.

Have you ever eaten Indian food? You will today. And you're going to make it!



Calendar Time

Follow the daily procedure.



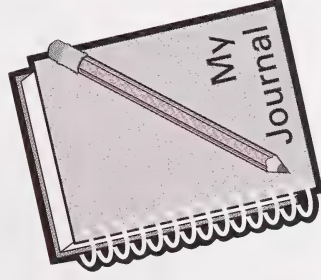
Work on Module 6: Day 12.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Have you ever received a really special gift? What was it? Who was it from? Why was it special? Write about the gift in your journal. Draw a picture of the gift.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Tell the student about a special gift you received from someone and why it was so special. Have the student describe a special gift he or she received and then write about it in the journal.



Have the student share what he or she knows about a newspaper. Discuss the different parts of the paper and the kinds of information found in a newspaper. Cut out different features of the newspaper, such as classified ads, sports, news, advertisements, editorials, weather, letters to the editor, articles, comics, and so on. Talk about the purpose of each part.

A Newspaper Story



Do you get a newspaper in your home? Have you ever looked at one? What do you know about newspapers?

Help your home instructor cut out parts of the newspaper. Talk about each part.

You're going to read an article taken from a newspaper. It's about a family who lives in **Bosnia**. Find Bosnia in your atlas.



Take out the book *Tales Near and Far*.

Turn to the Contents page. Find the page number for "A Fairy Tale Comes True" and go to that page.

What newspaper does the article come from?

Who is the reporter who wrote "A Fairy Tale Comes True"?

Who is the illustrator of "A Fairy Tale Comes True"?

Help the student locate Bosnia. Discuss where it is in relation to Canada. Explain that Bosnia is a country that has suffered some difficult times.

Do not let the student see the illustrations on pages 21 and 22. Fold the book so that he or she only sees page 20. Have the student print the answers on the lines. The name of the newspaper is at the top of page 20—the *Hilltown Star*. Discuss the job of the writer—a staff reporter.

The reporter is *Lynn Blanche*.

The illustrator is *France Brassard*.

Read page 20 aloud as the student follows along.

If the student does not know the Bosnian tale of the golden fish, relate the story. A poor man caught a golden fish. The fish asked the man to release him. Even though the poor man was very hungry, he let the fish go, not knowing it was a special fish. As a thank you, the fish granted the man whatever he wanted.

Read pages 21 and 22 aloud as the student sits back with his or her eyes closed and listens. Encourage the student to visualize the scenes and events of the story.

Help the student as needed as he or she reads the article.



Follow along as your home instructor reads page 20.

How do you think a fairy tale about a golden fish can come true?

Close your eyes and listen to the rest of the article. Picture the scenes and events as you listen.

What pictures came to your mind as you listened to the story?

Look at pages 21 and 22. Are the illustrations and photo like the ones you pictured?

Read the article aloud.



Talk About the Article

How is this family's story like the Bosnian fairy tale? Why was the lake full of golden fish when the family came back to the village? Why do Bosnian homes and coffee shops have aquariums filled with golden fish? Why was the father's gift so special?

Do you think the title of this article, "A Fairy Tale Comes True," is a good one? Why or why not?

A Mental Picture



Take out unlined paper.

What pictures came to your mind as you listened to the article about the Bosnian family? Choose one and draw it and colour it. Under the picture, write what it is about.



You will send your picture from the article to your teacher on Day 18.



Discuss the images that the student formed in his or her mind as you read the article. Have the student select one image and illustrate it.

Refer to the Home Instructor's Guide for more information about this activity.

Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.



New Words

These words are from the article "A Fairy Tale Comes True." Read them to your home instructor.

gift

woman

money

village

Print the new words in alphabetical order.



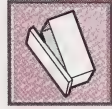
Print the answers to the following on the lines.

Nita lives in one in India. _____

This is a grown-up girl. _____

This is another word for **present**. _____

You buy things with this. _____



Take out **four white index cards**.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 12: Assignment 4 in your Assignment Booklet.

The answers are *village*; *woman*; *gift*; and *money*.

If there are any other words from the article "A Fairy Tale Comes True" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Review the six spelling words for this module. Dictate the words, then have the student practise spelling them. Refer to the Home Instructor's Guide for the words and further information about this activity.



Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Silent Reading

Enjoy your reading time.

I Can Spell That

Can you spell the six spelling words? Try it! Print the words on the lines as your home instructor says them.

Fun with Phonics

These words are from the article "A Fairy Tale Comes True."
Read them aloud.

children husband nearby

woman behind village

How many syllables does each word have? You're going to write sentences with other two-syllable words.



Complete Day 12: Assignment 5 in your Assignment Booklet.

Enjoying Indian Foods

Do you remember Nita from Day 11? Listen as your home instructor reads "Nita's Community in India" again.



Review what a syllable is. Words are made of small parts called syllables. Each syllable has one vowel sound (for example, **but-ton**, **pup-pet**, or **sev-en**).

Have the student go to the Assignment Booklet and write the sentences you dictate that contain two-syllable words. Refer to the Home Instructor's Guide for the sentences.

Read "Nita's Community in India" aloud to the student.

The main foods are rice, chapatis, yogurt, and vegetables. Explain that vegetarians do not eat meat. Suggest other foods they could eat from *Canada's Food Guide to Healthy Eating* (alternatives from the meat and alternatives group).



What are the main foods that people in Nita's community eat?

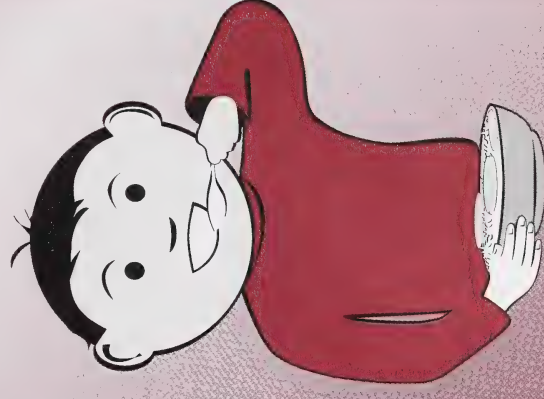
Think of the different kinds of food that you eat. How is it the same as the food Nita's family eats? How is it different?

Many people from India are **vegetarians**, which means they don't eat meat. What other kinds of foods might vegetarians eat? (Check the meat and alternatives group in *Canada's Food Guide to Healthy Eating*.)

Have you ever eaten Indian food, either at home or in a restaurant? Circle **Yes** or **No**. Indian food can be very spicy. It's also delicious.

You get to make an Indian dish today! Since rice and yogurt are eaten at most meals, you will use these ingredients. Three recipes are given on the following pages. Read all three and then choose which one you would like to make. Get the ingredients ready and ask your home instructor to help you make it. If you like, try all three recipes!

Prepare the ingredients. Open the can of coconut milk for the student. Cut the onion, turn on the stove, and supervise as the student cooks the onion and the rice. The texture of this rice is moist and sticky, so do not expect fluffy individual grains.



Coconut Rice

375 mL well-stirred canned unsweetened coconut milk	
125 mL water	200 mL raisins
45 mL vegetable oil	250 mL long-grain white rice
50 mL slivered almonds	1 onion, sliced

In a small saucepan, bring the coconut milk and water to a boil. Stir in the rice. Reduce the heat to low and simmer the rice, covered, until most of the liquid is absorbed, about 15 to 20 minutes. Do not peek before 15 minutes! Remove the pan from heat and let the rice stand, covered, for 5 minutes.

While the rice is cooking, ask your home instructor to slice the onions. Put the vegetable oil in a frying pan and fry the onions until they are golden brown. (Be very careful when you are frying). Add the slivered almonds and raisins and fry lightly.

Garnish the rice with the onions, almonds, and raisins. Makes 4 servings.

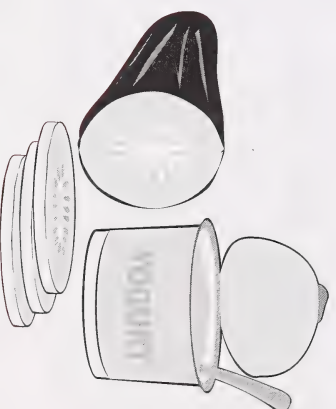
Explain that this classic Indian salad, or raita, is served to cool down the mouth when spicy foods, like curry dishes, are served. Chop the cucumbers and fresh mint for the student and help with measuring the other ingredients.

Cucumber Yogurt Raita (Salad)

250 mL plain yogurt
2 medium cucumbers, peeled, seeded, and finely chopped
15 mL finely chopped fresh mint or 5 mL dried mint
5 mL cumin powder

Mix all the ingredients together in a small bowl. This salad is best eaten fresh, but it can be refrigerated for up to 2 hours.

Makes 4 servings.



Peel and cut up the fresh mango for the student and help measure the other ingredients.

Many Indians love a sweet drink called lassi. It's made with yogurt. Try this one.

Sweet Mango Lassi

- 750 mL yogurt
- 250 mL mango puree (fresh or canned)
- 125 mL sugar
- 1 tray ice cubes

Put all the ingredients in an electric blender or food processor and blend until the ice is crushed and the liquid is frothy. Serve immediately. (The drink will keep, covered, for up to 3 days in the refrigerator. Whip it again before serving.)

Makes 4 servings.



Now taste the dishes you made. Enjoy!



Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.

Looking Back

How did the Indian dishes you made turn out? Were you pleased with the results? Why or why not?

What will you do to make your cooking better next time?

Would you like to try more Indian foods?

Would you like to try dishes from other countries? Why or why not?

What was the best part of the day?



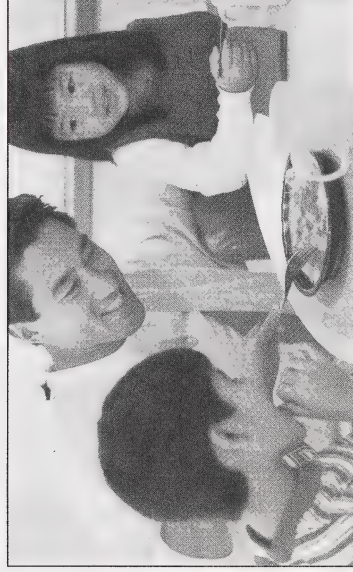
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member:

- Read "A Fairy Tale Comes True."
- Show the picture you drew from the newspaper article "A Fairy Tale Comes True."
- Spell the six spelling words from this module.
- Share the food you made. Talk about some of the foods that people in India eat.



Day 13: Elephants and Tigers

Fascinating animals live all around the world. There are many of them in India. You will explore how some of them move and find out some interesting facts about them today.

You will also learn a thing or two about newspapers.



Calendar Time

Follow the daily procedure.



Work on **Module 6: Day 13.**

Music and Movement



Listen to the “Sorcerer’s Apprentice” and move like some animals might.

You know that leopards live in Africa and panda bears live in China. Can you think of an animal that lives in India?

How does an elephant move? How does a camel move?
What other animals live in India?

Do you remember listening to this music before?

Circle **yes** or **no**.

Tell the student that tigers and large snakes, like cobras, also live in India.

In this lesson, the student will review the music of the last few days. Locate “Sorcerer’s Apprentice” on the *JELIX D’ENFANTS/Children’s Games* CD. Play the first part of the recording.

Have the student move like an elephant or snake in the slow tempo segment, and like a tiger in one of the fast segments.

Listen to the music again and move like an elephant or a snake to the slow parts. Try to keep a steady beat with the music.



Move like a tiger to the parts with a fast tempo. Have fun moving to the music!

It's time to sing! Sing the words to the singing game "B-A Bay" (They're in your *Music and Movement in the Classroom* booklet on page 17.) First, warm up your voice. And sing with a smile!

Read The Story



Take out your book *Tales Near and Far*.

Read "A Fairy Tale Comes True" silently to yourself.

Journal Time



Take out your journal. Turn to the **Reading Response** section.

Did you enjoy "A Fairy Tale Comes True"? Tell why or why not. How did the story make you feel? What did you like best about the story? Why?

Remember to print today's date at the top of the page.

Warm up the student's voice. Locate "B-A Bay" on *Music and Movement in the Classroom* CD #1. Play the recording. Have the student echo in response. Track the words as you and the student sing along to the recording. Repeat the song one or two more times.

Read the questions with the student. The student may choose to respond to one or more of them in his or her journal.

You know that “A Fairy Tale Comes True” is an article from a newspaper. Look at the first page of “A Fairy Tale Comes True.” What tells you it is a newspaper article?

See the Home Instructor's Guide for a sample list.

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BY BOB RACCOON

present-day situation. List the criteria for a newspaper article on chart paper. Introduce

What tells you it is a newspaper article?

Princess Spins Golden Wool

BY STAFF WRITER

A well-written newspaper article will have all the information you need or

the facts about a story or event. It will tell you **who**

is involved, and **what**,
where, **when**, and **why**

it happened. These are called the **5 Ws**. It may also tell **how** it happened.

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Sum. Lomun spuen dhor ut ament, cent varent

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s Golden Wool
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traque puer dolo inquit

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in puer dolo etiam suis hinc Latro
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con, vestram qui vestram dolo et inquit
et dolo et non de dolo, in nobis hinc de
vestram de illis suis hinc ante

Sic inquit, *de nobis dolo et inquit* in puer
quis, *Latrum puer dolo et inquit,* con, vestram
quis vestram dolo et inquit in dolo et inquit
quis de dolo, in nobis hinc de vestram de dolo

Yearly King's Ball to Be Held This Friday

BY STAFF WRITER

in ipse obire sine ulla, alter vultu solent
tibi in quib. Locum ipse obire in auro, pri
cor, vramini qui notat ibidem sine et auro
et aliquid est in auro, in nobis sine de
vramini de huius sine obire sine

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Hay Prices Triple

10

[illegible]

Inside this week

New	Sports
Business	Opinions
Community	Classifieds

All newspaper articles have a **headline**—that's the title. Most will have a **byline**—the name of the reporter.

Look at an article from your community newspaper. Find the headline, the byline, and the date of the newspaper. Is it written in columns? Listen as your home instructor reads the article. Listen for the **5 Ws**.

Write a Headline

Read a few headlines from your community newspaper. What do you notice about them?

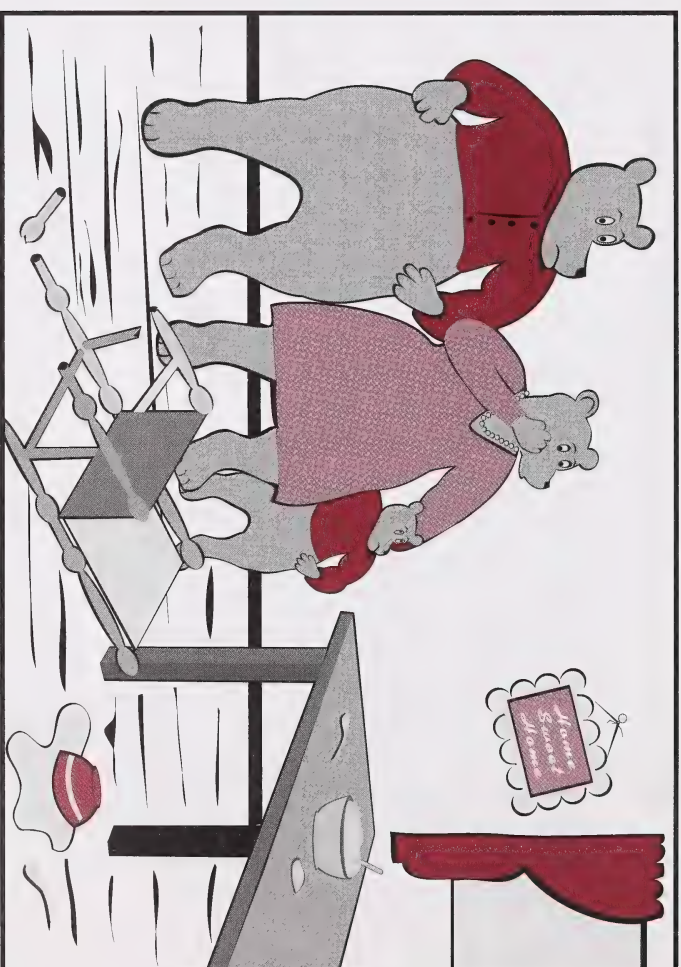
Headlines are short and give the main idea of the article. Look at the headline and picture on the next page. Can you tell what fairy tale they represent?

Provide the student with a current copy of a local newspaper. Select an article that shows the byline and includes the "5 Ws and How." (Not all of them do.) After you read it, have the student describe the "5 Ws and How."

Discuss the characteristics of newspaper headlines. They are usually short and describe or summarize the main idea of the article.



Family of Three Finds Home a Mess



What are some of your favourite fairy tales or folk tales? Imagine one of them really happened and was written as a newspaper article. You are to write a headline for it. First, talk about the main idea in the tale. That will help you with the headline.

After the student lists favourite fairy tales, have him or her imagine them as newspaper articles needing headlines. Ask the student if he or she can identify the fairy tale that this picture and headline represent ("Goldilocks and the Three Bears").



Take out lined paper.

Write the headline you created for a favourite tale on the paper. Then draw a scene from the tale. See if your teacher can figure out what the tale is from your headline!



You will send the headline and picture to your teacher on Day 18.

Break for lunch.



Silent Reading

Enjoy your reading time.



Ask the student what the main idea of the tale is. Help the student come up with an appropriate headline. Have the student print it on a sheet of paper and draw a scene from the tale.

Both you and the student read silently for ten minutes.

First, review the rule for hard and soft *c*. When *c* is followed by *e*, *i*, or *y*, it usually has a soft sound, as in *mice*. Otherwise, it has a hard *c* sound, as in *cap*.

Have the student write the sentences on the lines as you dictate them.

1. Cindy made a face at me.
2. Come see me race today.
3. I dropped my ice cream cone on the ground.
4. Dad had a cup of coffee with his cake.

Check the spelling, punctuation, and circled words afterward with the student. Soft *c* words are *Cindy*, *face*, *race*, and *ice*. Hard *c* words are *come*, *cream*, *cone*, *cup*, *coffee*, and *cake*.



Fun with Phonics

These words are from the selection “A Fairy Tale Comes True.” Read them aloud.

came comes decided coffee

Which words have a **hard c**? Which has a **soft c**? You’re going to write other words that have a **hard** or **soft c**. Print the sentences you hear your home instructor say on the lines. Circle the words with a **soft c** in pink. Circle the words with a **hard c** in red.

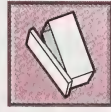
1. _____

2. _____

3. _____

4. _____

Animals of India



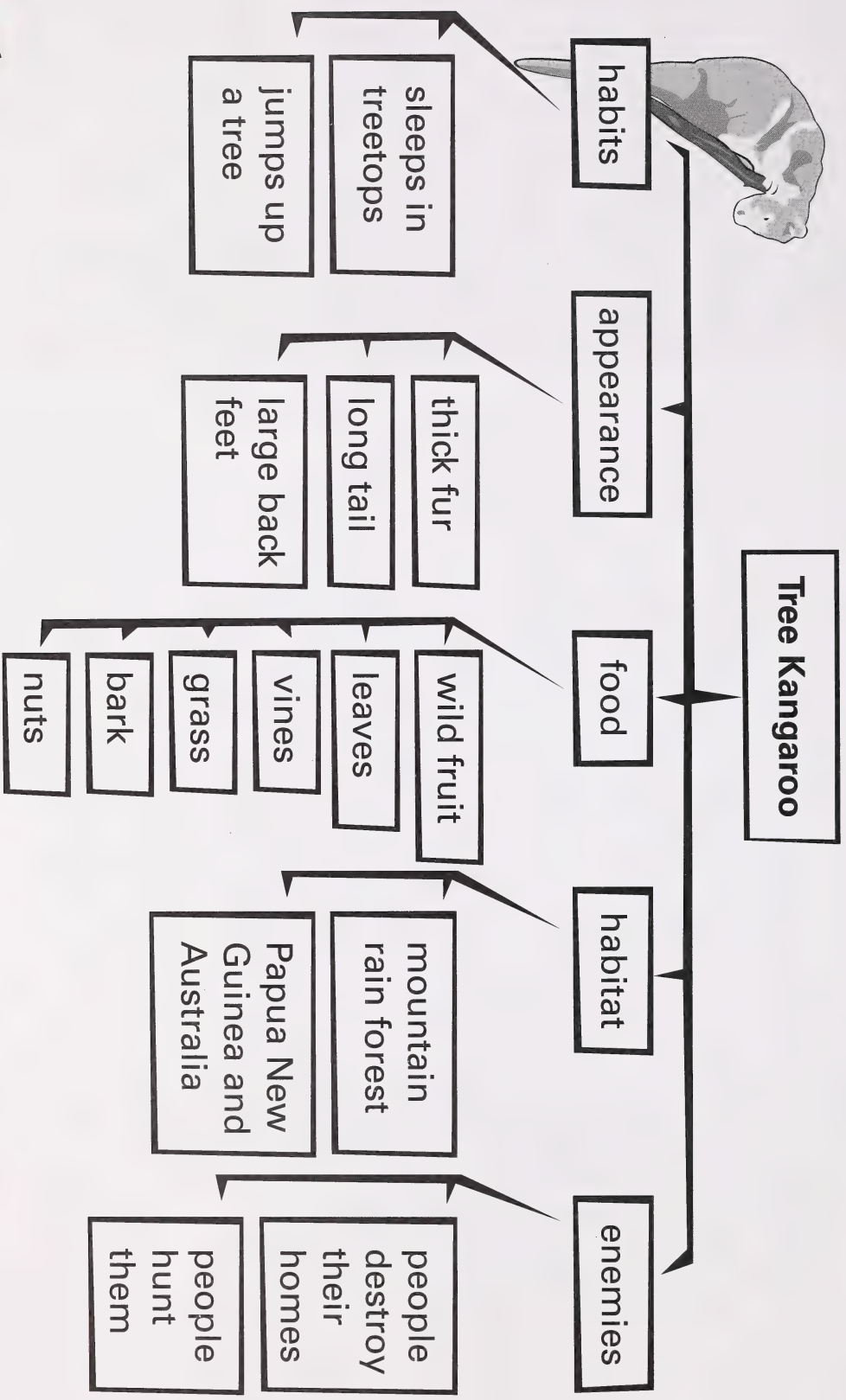
Take out your book *Amazing Animals*.

Turn to the Contents page. Find the selection “Kangaroo Up a Tree” and turn to it. There is a lot of information about tree kangaroos in this report. Read the headings in the report on tree kangaroos aloud.



Have the student read the headings in the selection. Then review how to fill in a tree diagram. The top branch of the tree tells what the report is about (tree kangaroo). The second branch identifies the headings that the information is grouped under (appearance, habitat, food, habits, enemies). The third branch lists the details under each heading.

Look at this tree diagram. It shows the information that is found in the report.



During the Music and Movement activity this morning, you found out that elephants, tigers, and snakes live in India. Many other animals live there as well.

Find out more about the animals of India. Pick an animal you would like to research. You may research elephants, tigers, or snakes, or a different Indian animal. Where will you go to find this information?



Take out unlined paper.

As you are using one or more of the resources, make notes about your animal. Then make a tree diagram for the animal you chose to research. When you are done, you may draw a picture of the animal in its natural habitat.



You will send the tree diagram to your teacher on Day 18.

Module 6B: Beyond Canada



Review the sources on the "Sources of Information" chart. Have the student write notes about the animal he or she chooses during the research, using the headings from the tree diagram. When the student completes the research, have him or her fill in a tree diagram using the same headings. The student may add headings if other information is found.

Set up or help the student set up the tree diagram and have the student fill in the information.

Did You Know?

Elephants live in India and Africa. Only the Indian elephant can be tamed and domesticated.



Looking Back

What new things did you learn today?

Do you ever read a newspaper?

What was the most interesting thing you found out about an Indian animal?

Was there anything that was difficult for you today? If so, what was it?

What did you like best about today?



Turn to Assignment Booklet 6B and complete Day 13: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Play "The Sorcerer's Apprentice" and show how an elephant, tiger, and snake move.
- Read "A Fairy Tale Comes True."
- Show your fairy tale headline and picture. Ask if anyone can tell you what fairy tale it comes from.
- Show your tree diagram and talk about the animal you researched.



Day 14: Meeting Needs in an Indian Community

How do you show respect for someone from another country? How can you show appreciation for his or her differences? You will talk more about that today.

Do you want to make your writing better? By learning to revise and edit, you can. You'll do that today also.



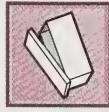
Calendar Time

Follow the daily procedure.



Work on *Module 6: Day 14*.

Journal Time



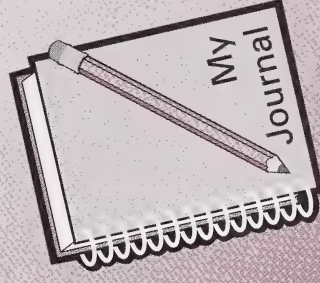
Take out your journal. Turn to the *Personal Writing* section.

Assist the student in selecting a topic as needed.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Revising and Editing



Take out your book *Tales Near and Far*.

Turn to the selection "A Fairy Tale Comes True." Read it aloud.

You just read a modern fairy tale. Now read this old fairy tale aloud.

Assist the student with the reading as necessary.

Cinderella Gets an Invitation

Cinderella was a girl. She was little. she lived with her stepmother and stepsisters. They were mean.

one day Cinderella got a letter. The letter was from the palace inviting her to a ball. The prince wanted to find a girl. The prince wanted to get married!

continued . . .



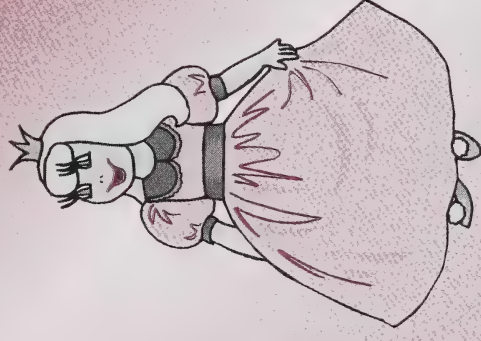
Cinderella had to work on her dress. There wasn't much time for her to work on her dress. First, her stepmother told her to wash the floors. She was bossy. Next, her older stepmother told her to scrub the fireplace. She was horrid. Last of all, her younger stepmother told Cinderella to fetch water. Her younger stepmother told Cinderella to chop wood.

This tale ends happily for Cinderella. Cinderella married the prince. so the stepmother and stepsisters had to clean the house themselves?

What is this tale about? What do you think is wrong with the way it is written? How can the first paragraph be revised and edited to make it a better piece of writing?



Take out lined paper.



Have the student answer orally. Get the student to see and say that there are too many short sentences and words are repeated. Make revisions to the first paragraph, "thinking aloud" so that the student can understand the revision and editing process. Encourage the student to participate in the process. Explain that you are revising because of repetition and to combine sentences, and then editing for capital letters and punctuation.



Take out the “Editing and Revising” chart from the Appendix and go over it with the student. Help the student as needed revising and editing the rest of the tale. Point out that there are different ways of joining repeated or short sentences. See the Home Instructor’s Guide for an example.

After you and your home instructor do the first paragraph, finish revising (by joining the sentences) and editing (checking for capital letters and punctuation) the rest of the story. Look at the **Editing and Revising** chart your home instructor has removed from the Appendix for a list of questions to guide you. Reread your revision to make sure it makes sense and sounds right. When you are done, write a final copy on a sheet of paper.



You will send your final copy to your teacher on Day 18.



Assess Your Work

You just finished revising and editing the tale “Cinderella Gets an Invitation.” How careful do you think you were? Read each statement in the chart, think about the answer, and place a check mark (✓) in the **yes** or **no** column.

In my revisions and edit, I	Yes	No
• joined ideas		
• took out repeated words or parts		
• changed words		
• read to check that it made sense		
• made my printing clear and easy to read		
• checked for capitals		
• checked for correct punctuation (.?!)		

Conference with the student to help him or her self-assess the revision and editing of “Cinderella Gets an Invitation.” Read each statement in the chart with the student. Then go back to check if it was done. Have the student show where each revision and edit was made.

Assist the student with putting the chart up in the student's work area.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.



Keep the **Editing and Revising** chart in your work area to use as a reference whenever you write.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Fun with Phonics

These words are from the selection "A Fairy Tale Comes True." Read them aloud.

golden village

guard gift

Which words have a **hard g**? Which one has a **soft g**?

You're going to write other words that have a **hard** or **soft g**. Print on the lines the sentences you hear your home instructor dictate. Circle in orange the words with a **soft g**. Circle in green the words with a **hard g**.

1. _____

Golden, guard and gift have hard *gs* and *village* a soft *g*.

First, review the rule for hard and soft *g*. When *g* is followed by *e*, *i*, or *y*, it usually has a soft sound, as in *gym*. Otherwise, it has a hard *g* sound, as in *goat*.

Have the student write the sentences you dictate with hard and soft *g*.

1. The red hen laid an egg.
2. Rusty is a gentle giraffe.
3. Close the gate or the dog will get out.
4. We played in a huge gym.





Check the spelling, punctuation, and circled words afterward with the student. Soft *g* words are *gentle*, *giraffe*, *huge*, and *gym*. Hard *g* words are *egg*, *gate*, *dog*, and *get*.

Read "Nita's Community in India" from the Home Instructor's Guide for Day 11 aloud to the student.





2. _____

3. _____

4. _____

Are Nita's Needs the Same as Yours?

Think back to Day 11 when you listened to the story about Nita. Do you remember where she lives?

Circle  **Yes** or  **No**. Show on an atlas or the globe where India is.

Listen as your home instructor reads "Nita's Community in India."

How are Nita's needs the same as yours?

What do the people in Nita's community do for fun? What do they do in your community?

What kind of jobs do people have in Nita's community?

What jobs are available in your community?

Compare Nita's school with your own. Compare your home to Nita's.

The people in Nita's community live in a different environment from the one Canadians live in. What is the difference? How does a person's environment affect how they live?



Have the student answer the questions orally. Review the school Nita attends, what she does for fun, the jobs she and other people do, and Nita's house. Guide the student to understand that Nita works hard every day, just as Olabisi does in West Africa, helping with chores and going to school. Discuss similarities and differences between how Nita's needs and the student's are met.

Recall that *environment* means the physical surroundings people live in.

Discuss the differences between the environments in India and Canada. The climate in Canada is much cooler and people must dress warmly for much of the year. Homes are built to keep the cold out. They are heated inside.

Review how environment influences how people dress, the kind of work they do, and the homes they live in.

Review how the student could show Nita respect and appreciation for her way of life: by understanding how and why the people in her community live the way they do, by asking questions and showing a desire to learn about her and her community, and by accepting the differences between the two very different lifestyles. Explain that appreciation means thinking highly of or valuing someone or something.

With the student, brainstorm a list of interesting questions the student could ask Nita. Have the student think of at least five questions.



Nita's way of life is different from yours. How could you show her that you respect her way of life? How could you show appreciation for it?

Interesting Questions



Take out lined paper.

Imagine Nita is coming to visit your community in Canada. You will get to meet her. What are some things you would like to ask her? Make a list of five interesting questions to ask Nita about how she lives.



You will send your questions to your teacher on Day 18.



Complete Day 14: Assignment 6 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

Do you like finding out fascinating facts about animals, places, and things?

Do you enjoy doing research? Why or why not?

What do you find difficult about researching a topic? Why?

What can you do to make it easier?

What did you research today or in the last few days? What did you find out that was really interesting or unusual?



Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 6B and complete Day 14: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

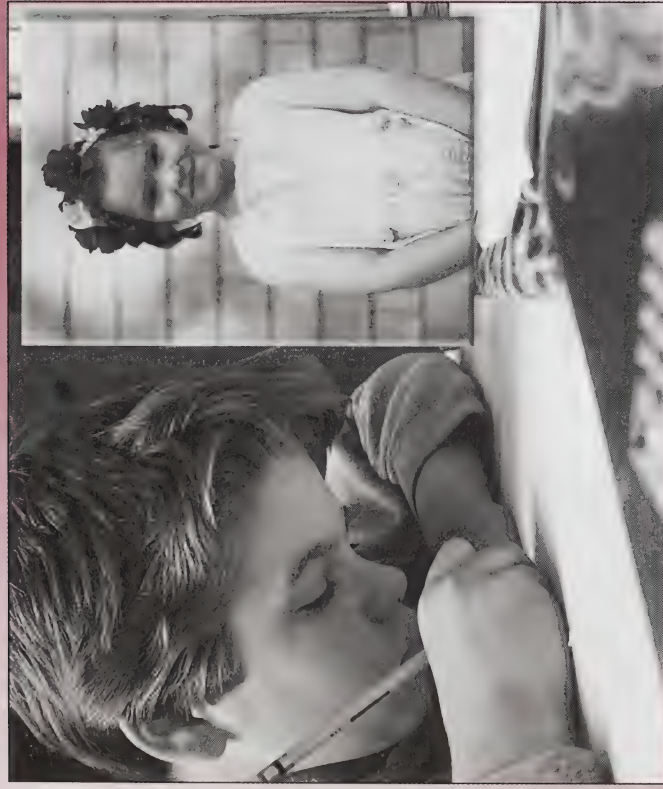
Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read "A Fairy Tale Comes True."
- Read the revised and edited tale "Cinderella Gets an Invitation."
- Read the questions you wrote to ask Nita.
- Tell what you have learned about India.



Day 15: Faraway Friends



Today you will read a story about two good friends who lived in a difficult place and what happened to them.

You'll also sing a song about friends and write a letter to a faraway friend too!

Calendar Time

Follow the daily procedure.



Work on Module 6: Day 15.

Music and Movement

Do you have a good friend?

Circle **Yes** or **No**. Who is it?
What do you do together?

Talk about what it means to be a good friend. Ask the student what things friends can do for each other.





You're going to listen to a song called "Friends."

Your home instructor will read the words of the song first.
Echo each line as you hear it.

Listen to the song on the CD. Read along as you listen.
Think of ways to act out the verses.

Listen to the song again. This time, act out the movements
you created.

Warm up your voice—you're going to sing along to the
music. Remember to smile when you sing!



Read (expressively) each line of the song and have the student echo in response. You will find "Friends" on page 61 in *Music and Movement in the Classroom*.

Locate the recording on CD #2 and have the student listen and read along. After listening to the song, help the student create movements to dramatize each line. Play the song and lead the student in performing the movements. (Do steady beat movements for the instrumental interlude.)

Warm up the student's voice.

Play the recording "Friends."

Track the words as you and the student sing along to the recording. Repeat the song. This time, have the student sing and move with the music at the same time.

Discuss how it would feel if a good friend moved away. Help the student locate Lebanon and Beirut in the atlas and on the globe.

Good Friends

You just sang a song about friends. You talked about your good friend earlier. How would you feel if your friend moved far away?

You're going to read about two boys who are very good friends and what happened to them. The boys lived in Lebanon. That's a country in the Middle East. They lived in Beirut—the largest city in Lebanon. Find Beirut and Lebanon in an atlas. Show where Lebanon is on the globe.



Take out the book *Heartbreak in Beirut*.



Look at the cover of the book. What does **heartbreak** mean? What are some things that can cause heartbreak?

Who is the author of "Heartbreak in Beirut?"

Read page 2 aloud.

Who is telling the story? Look at the picture. What is the setting? Who are the characters in the picture?

What kind of materials do you think the illustrator used?

Read up to page 7.

Why are Mostafa's and Michael's mothers upset that the boys are friends? What religion is Mostafa? What religion is Michael?

Read up to page 11.

Discuss the meaning of *heartbreak* (overwhelming pain or sorrow) and the situations that cause it, such as the death of someone close or a pet or a good friend moving away.

The author is *Mostafa Sardouk*.

Guide the student to understand and say that the author, Mostafa, is talking.



Guide the student to understand and say that Mostafa's best friend Michael moved away and Mostafa's father died. Mostafa suffered a heartbreak in Beirut, and that is the meaning of the title.

Read the inside back cover, "About the Book," to the student. Discuss what has happened to Michael and how Mostafa feels. Point out that the cover is a scarf pattern from the Middle East.

Name two reasons Mostafa would be heartbroken.

Read up to page 15.

Why do you think Mostafa's family and Michael's family are friends now that they live in Canada? How do Mostafa and Michael feel now?

Read page 16.

How does this story have a fairy tale ending? Do you think the title, *Heartbreak in Beirut*, is a good one? Why?

Listen as your home instructor reads about the book.

Now you know who the illustrator is. Who is it?

Read the story silently.



Journal Time



Take out your journal. Turn to the Reading Response section.

Did you enjoy the story *Heartbreak in Beirut*? Tell why or why not.

What was your favourite part of the story? Why? What was your favourite illustration? Why?

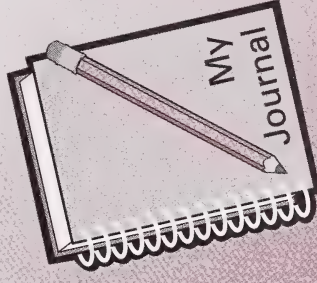
Does the story remind you of another one? Which one?

Would you like to live in Beirut? Why or why not? Would you like to visit Beirut? Why or why not?

Would you like to be friends with the boys in the story? Why?

Remember to print today's date at the top of the page.

Read the questions with the student. The student may choose to respond to one or more of them in his or her journal.



Discuss the difficulties the two boys faced living in the Middle East. Talk about why Canada is a good place to live (for example, there are no wars and there is religious freedom and tolerance).

Canada Is a Good Place to Live

Think about the story *Heartbreak in Beirut*. Think about the boys' life in Beirut. Think about your life in Canada. How is it different? Why is Canada a good place to live? Think of several reasons.



Take out lined paper.

Draw a large maple leaf on the page. On a separate sheet of paper, write about why Canada is a good place to live. After you revise and edit your writing, write the final copy in the maple leaf.



You will send your maple leaf writing to your teacher on Day 18.

New Words

These words are from the story *Heartbreak in Beirut*. Read them to your home instructor.

also

friends

long

parents

time

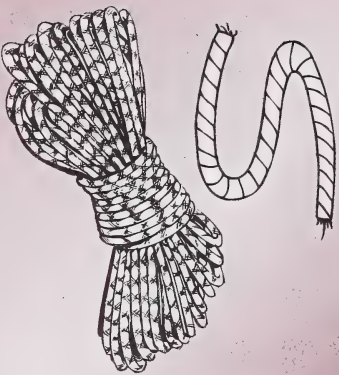
Print the new words in alphabetical order.



Friends have fun together.

Check that the words are listed alphabetically.

The answers are *long*, *parents*, *time*, *so*, and *friends*.



On the lines, print the answers to the following.

This is an antonym of **short**. _____

A mother and father are _____.

This is a homonym for the herb **thyme**. _____

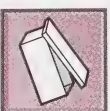
What is a small word in **also**? _____

These are people you like. _____



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

If there are any other words from the story *Heartbreak in Beirut* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Complete Day 15: Assignment 7 in your Assignment Booklet.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Refer to the Home Instructor's Guide for more information about this activity.

Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Fun with Phonics

These words are from the story *Heartbreak in Beirut*. Read them aloud.

friends

heartbreak

Can you find the **r** consonant blends in these words?

The **r** consonant blends are **fr** in *friends* and **br** in *heartbreak*.

Review that a consonant blend is when two or more consonants come together in a word, but each sound is heard, as in *truck*, *bride*, and *prank*.

Have the student write the sentences you dictate with *r* consonant blends.

1. I like green grapes.
2. The frog jumped off the tree.
3. What is the price of that dress?
4. Fruits are a food group.

Check the spelling, punctuation, and circled words afterward with the student. Words with *r* consonant blends are *green*, *grapes*, *frog*, *tree*, *price*, *dress*, *fruit*, and *group*.

You're going to write other words with **r** consonant blends. On the lines, print the sentences you hear your home instructor say. Circle in brown the words with an **r** consonant blend.

1. _____

2. _____

3. _____

4. _____

Come Visit Canada

A boy in Jasper wrote this letter to his pen pal in West Africa. Read the letter aloud.

Friday, March 5

Dear Keita,

I wish you could visit me in Canada. We could go hiking in the mountains. The alpine meadows are beautiful in the summer. There are many wildflowers and butterflies and marmots to see. We could also go canoeing on the river. You'd enjoy that. It's lots of fun. If we're lucky we might see a bear or moose. There are always elk and deer to see in the town. If you like, you could try horseback riding. I love horses. I think you would too.

We'd visit my aunt who works at the ice-cream shop. There are more than 20 flavours of ice cream to choose from! So why don't you come? It would be so much fun!

Your friend,
Sammy



With the student, brainstorm interesting things to do and see in the community. Have the student draft a letter first, revise and edit it, and then write a final copy.



Take out lined paper.

You talked about why Canada is a good place to live this morning. Imagine you have a friend who lives in one of the countries you have studied. Perhaps you have a real friend who lives in a different country. Write a letter to ask your friend to come and visit you in Canada. Give reasons why your friend should come. Share some of the interesting things you could do together, just like Sammy did in his letter.

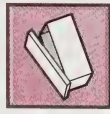
Look carefully at Sammy's letter to set your letter up like his. Include the date, your friend's name in the greeting, the body of your letter, a closing, and, finally, your name.

Follow the steps of the writing process. Then follow the steps in the **Editing and Revising** chart before you write your final version of the letter.



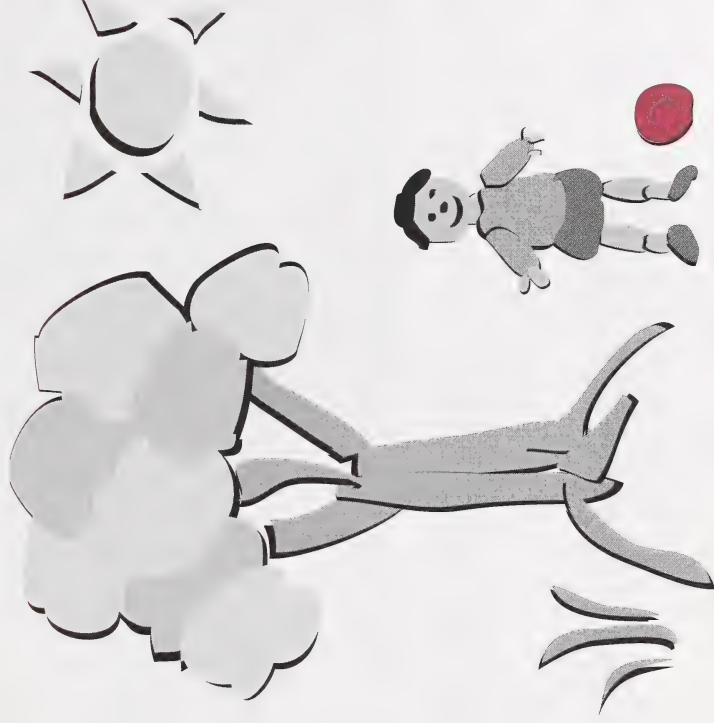
You will send your letter to your teacher on Day 18.

A Collage of My Community



Take out the book *Heartbreak in Beirut*.

Look back at the illustrations in the book *Heartbreak in Beirut*. They show what Beirut looks like in Mostafa's mind. The illustrator, Mostafa, used paint and coloured paper to make them.



With the student, look at the illustrations in the book. Discuss how they were made and the scenes they represent. Read the second paragraph on the inside back cover again. Discuss how Mostafa made the illustrations.

With the student, think of scenes from the community that he or she can represent using paint and paper. Assist the student as needed.

Show what your community looks like using the same materials Mostafa did. Paint the background using different colours. Cut figures and objects out of coloured paper and arrange them on the background. If they look right, glue them on.

When you are finished, display your collage so that others can see it.



You will send your collage to your teacher on Day 18.

Looking Back

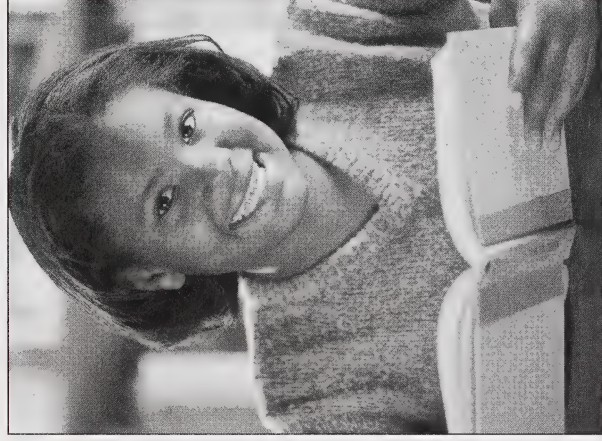
What was your favourite part of the day? What could have gone better?

What did you like about the movements you did for Music and Movement this morning?

Do you like to try new things in art?

Did you enjoy making the collage? Why or why not?

Turn to Assignment Booklet 6B and complete Day 15: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read *Heartbreak in Beirut*.
- Show the maple leaf you drew and read why Canada is a good place to live.
- Read the letter you wrote to a faraway friend.
- Show your collage and explain how you made it.

Day 16: Comparing Needs and How They Are Met



In this module you've met children from other parts of the world. You have learned how they meet their needs.

Sometimes they meet their needs like you meet yours. Sometimes they meet their needs differently.

Today you will compare everybody's needs and how they are met.

28

Calendar Time

Follow the daily procedure.



Work on *Module 6: Day 16*.

Journal Time



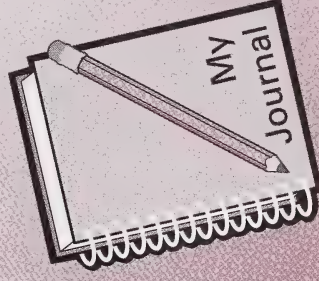
Take out your journal. Turn to the *Personal Writing* section.

Assist the student with selecting a topic as needed.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.





Playing Tricks

Have you ever played a trick on someone?

Circle  or . How did you feel doing that? Has

someone ever played a trick on you?

Circle  or . How did you feel about being tricked?

Are tricks always fun? Circle  or . When aren't they fun?



Take out your book *Tales Near and Far*.

Turn to the Contents page.

What do you know about the tale "Rumpelstiltskin"? Turn to that selection.

Discuss experiences and feelings the student has had playing a trick or being tricked. Record the responses on chart paper. See the Home Instructor's Guide for an example. Guide the student to realize that playing a trick or being the victim of a trick is not always pleasant. Explain that tricks need to be carefully thought through so that no one gets hurt or ends up feeling bad.

Have the student recall the tale "Rumpelstiltskin." Tell the student that this is a modern version of it and to look for differences as he or she reads it. If you have a traditional version of the tale, read it to the student.

Who retold this version of “Rumpelstiltskin”?

Who is the photographer?

Look through the selection. How can you tell this is a play?

Choose two parts you would like to read. Your home instructor will read the other parts. Read the play together. Watch for your cues!

Now reread the play to yourself.

Talk About It

Who played tricks in this tale? What were the tricks?

There are parts for the audience in this version. Why do you think the author included them?

Shauna McLeod retold this version of “Rumpelstiltskin.”

The photographer is *Gilbert Duclos*.

With the student, look at the format and visuals. Get the student to identify the speaker cues, visuals, and stage directions that tell it's a play.

Explain that the cues are in different coloured capital letters to let the actor know when it is his or her turn to speak. Each character has his or her own colour.

Explain the role of the storyteller. (It is similar to that of a narrator.) Read the play with the student.

Have the student answer the questions orally.



How is this version different from the one you know? How is it the same?

Rumpelstiltskin was a trickster. Do you know of other tales that have tricksters? Which ones?

New Words

These words are from the tale "Rumpelstiltskin." Read them to your home instructor.

appear

believe

clever

guess

trouble

promise

immediately

Listen to each word as the student says it aloud. Correct the student if needed.

Print the new words in alphabetical order.

Check that the words are listed alphabetically.

Use the new words to complete the following sentences.

1. When I call him, my dog comes _____.
2. The newspaper will _____ on the steps tomorrow morning.

The answers are *immediately* and *appear*.

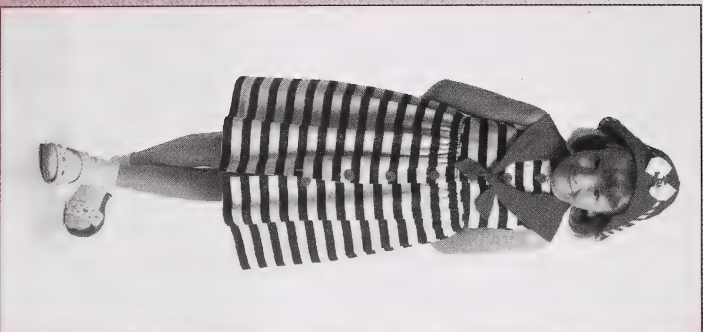
On the lines, print the answers to the following.

This is the antonym of **disappear**. _____

This means **right away**. _____

The answers are *appear*, *immediately*.

The answers are *clever*, *be* and *lie* or *eve*, *promise*, *trouble*; any of the following: *dress*, *mess*, or *less*.



What is she wearing?

It's a synonym for **smart**. _____

Find two small words in **believe**.

You do this when you tell someone you will do something.

You try not to get into this. _____

Replace the first two letters in **guess** with one or two consonants to make two new words.



Take out seven white index cards.

Print the seven new words on the white index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the seven new words in your dictionary.



Complete Day 16: Assignment 8 in your *Assignment Booklet*.

Break for lunch.



Silent Reading

Enjoy your reading time.



If there are any other words from the story "Rumpelstiltskin" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Spelling

It's time for your spelling test.



Go to your Assignment Booklet to do the Day 16: Spelling Test.

Fun with Phonics

These words are from the selection "Rumpelstiltskin." Read them aloud.

clever please blue play

Can you find the **l** consonant blends?

Review that a consonant blend is when two or more consonants come together in a word, but each sound is heard, as in *black*, *glue*, or *close*.



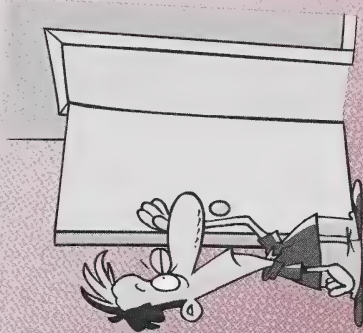
You're going to write other words with **l** consonant blends. On the lines, print the sentences you hear your home instructor say. Circle in blue the words with an **l** consonant blend.

1. _____
- _____
- _____
2. _____
- _____
- _____
3. _____
- _____
- _____
4. _____
- _____
- _____

Have the student write the sentences on the lines as you dictate them.

1. My bike has a flat tire.
2. The flag blows with the wind.
3. I need to use the glue.
4. Close the door!

Check the spelling, punctuation, and circled words afterward with the student. Words with **l** consonant blends are *flat, flag, blows, glue, and close*.



Remove the chart "Comparing Nita's Community to Mine" from the Appendix. Review with the student the cells in the chart that require information. Read "Nita's Community in India" aloud and have the student listen for the required information. Have the student fill in the chart for Nita's community. Finally, have the student fill in the information about meeting his or her own needs in the column "My Community." See the Home Instructor's Guide for a sample chart.

After the student fills in the chart, have him or her read and talk about Nita's life in India and compare it to the life of a child in Canada.

How Do Your Needs Compare with Others?

Listen as your home instructor reads the story "Nita's Community in India" from Day 11. Fill in the chart with information about meeting needs in Nita's community and your own.

Now read over what you wrote in the chart. Compare Nita's life in India with your own in Canada. Does Nita meet her needs the same way you do? How does she meet them differently? How does she meet them the same?



You will send your chart to your teacher on Day 18.



Looking Back

Did you enjoy learning about life in other countries? Why or why not?

What were some of the most interesting things you learned?

Would you like to find out more about children in other countries of the world? Why or why not?

Do you understand that people in different parts of the world live in ways that are different from yours?

How can you show respect and appreciation for their ways?



Turn to Assignment Booklet 6B and complete Day 16: Learning Log. Have the student include his or her comments.



Story Time

Relax and enjoy the story!

Sharing Time



Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read the play “Rumpelstiltskin.”
- Ask members of your family to help act out the play “Rumpelstiltskin” with you.
- Read the sentences you wrote using the words from the play “Rumpelstiltskin.”
- Show the chart you made to compare how needs are met in different countries. Talk about it.

Day 17: Tales from Faraway Lands

Can you move to the rhythm? You'll find out today. You get to make puppets and present a play from a faraway land. It's going to be a fun day!



Calendar Time

Follow the daily procedure.



Work on Module 6: Day 17.

Music and Movement



Listen to and act out the story in the song “Friends.”

Locate “Friends” on *Music and Movement in the Classroom* CD #2. Play the recording and lead the student in the singing activity. The lyrics appear on page 61 of the *Music and Movement in the Classroom* booklet.

Refer to the Home Instructor’s Guide for more information about tapping out various rhythms.

Do you think you can tap out a rhythm using your rhythm sticks? Circle **yes** or **no**. Find out now. Listen as your home instructor taps out different rhythms. Can you repeat them?





Create your own tapping actions to go with the music. Be a conductor! Show how you can use the stick as a baton.

Rumpelstiltskin



Take out your book *Tales Near and Far*.

Read the play “Rumpelstiltskin” aloud.

Play the recording “Friends.” Have the student create different tapping actions while listening to the recording.

Demonstrate how to use a stick like a conductor of an orchestra. Locate “B-A Bay” on the CD. Have the student use the stick as a baton for this faster music. Guide the student to understand that although the tempos of the songs are different, both are in $\frac{4}{4}$ time.

Journal Time



Take out your journal. Turn to the Reading Response section.

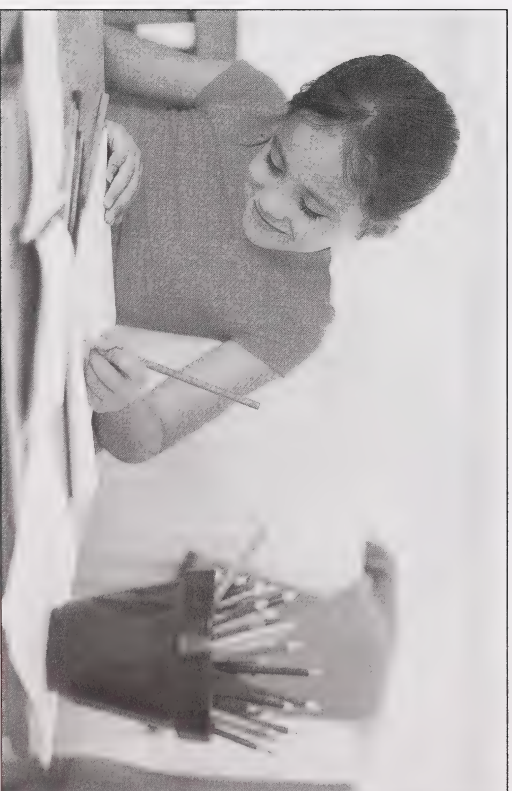
Read the questions with the student. The student may choose to answer one or more of them in the journal.

How do you think Rose felt when the king told her to spin the straw into gold?

If you were going to be an actor in this play, which part would you take? Why?



What is your favourite scene from the play? Why?

Remember to print today's date at the top of the page.



People, Places, Things

Where do you think the tale “Rumpelstiltskin” takes place? Many fairy tales come from Europe. Find the continent Europe on the globe.

Find Canada on the globe. Do you have to cross an ocean to get to Europe? Circle  **Yes** or  **No**.

Look through the tale “Rumpelstiltskin.” Find all the **people** listed. Now look for words that tell you where something is, or **place** words. Finally, find all the words that are **things**. Your home instructor will print the words on a chart.

Read all the words in the chart aloud. Words for people, places, and things are called **nouns**. You now have a chart of nouns from the tale “Rumpelstiltskin.”



Discuss where the tale “Rumpelstiltskin” might be set. Explain that it is a fairy tale that originated long ago, in medieval times in Europe, at least 600 years ago. The clothes the characters are wearing and the king living in a castle suggest this.

Brainstorm the people, places, and things from “Rumpelstiltskin.” Record them on a chart under headings on chart paper. See the Home Instructor’s Guide for a sample chart.

Print **Nouns We Know** as a title on the chart. Post it on the wall for the student’s reference.

After the student has circled the nouns and named them, check them together. The nouns are

Rumpelstiltskin (person), *Rose* (person), *queen* (person), *baby* (person), *rattle* (thing), *student* (person), *library* (place), *book* (thing), *king* (person), *castle* (place), and *village* (place).

Read the following sentences aloud. Circle the nouns in each sentence. Tell whether they name a person, place, or thing.

1. Rumpelstiltskin tried to trick Rose.
2. The queen gave her baby a rattle.
3. The student went to the library to find a book.
4. The king lived in a castle near the village.



Complete Day 17: Assignment 9 in your Assignment Booklet.

What's in a Name?

Three little words could be any three of the following: rump, rump, stilt or stilts, tilt or tilts, skin, in, or I.

Have you ever known anyone to have the name **Rumpelstiltskin**? Because it has so many letters, you can find many little words in it. Find three and print them on the lines. _____

You can make many more words using the letters in **Rumpelstiltskin**. You will have to move the letters around to find them. How many words can you make now? Find at least ten words. Print them in the rectangle below.



Take out lined paper.

See how many words you can make using the letters in your own name. Print your first and last names on the page. Print all the words you can make under your names.

Brainstorm words by moving the letters around (for example, mule, rule, pin, pile, stilts, rest, nest, pull, tilt, spin, strum, net, pet, tile, smile, run, stun, let, set, met, and men). Other words are possible.



You will send the words made from your name to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



With your home instructor, complete the Word Recognition Test in your Assignment Booklet.

Word Recognition Test

Fun with Phonics

These words are from the selection "Rumpelstiltskin." Read them aloud.

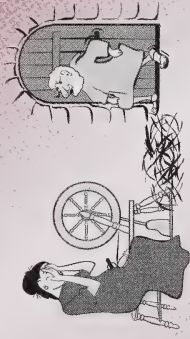
spun straw started

storyteller stomped screams

Can you find the **s** consonant blends?

You're going to write other words with **s** consonant blends. On the lines, print the sentences you hear your home instructor say. Circle in black the words with an **s** consonant blend.

1. _____



Review that a consonant blend is when the sounds of two or more consonants blend together but each sound is heard, as in *swim*, *smoke*, and *sled*.

Have the student write the sentences on the lines as you dictate them.

1. Did the snake scare dad?

2. Steve likes to swim in the stream.

3. I eat strawberry ice cream with a spoon.

4. Stan has a small brown spot on his skin.

Check the spelling, punctuation, and circled words afterward with the student. Words with *s*

consonant blends are *snake*, *scare*, *Steve*, *swim*, *stream*, *strawberry*, *spoon*, *Stan*, *small*, *spot*, and *skin*.

After the student reads the play, review the characters, setting, and events. With the student, plan the content and presentation of the play. (You may want to leave out the roles of the storyteller and audience.)

As there are five roles, perform the play with the student. Decide how many roles you will play and how many the student will play.



2. _____

3. _____

4. _____

Present a Puppet Play



Take out your book *Tales Near and Far*.

You're going to present a puppet play retelling the tale "Rumpelstiltskin." Read the play to yourself. Who are the characters in the play? What is the setting? What are the events that take place?

Read the chart aloud. It tells you what you need to know about making a puppet play.

To present a puppet play, you need to

- have a puppet for each character
- include all important events in order
- use your own words to retell the story
- use a different voice for each character
- show feeling through your voice (scared, angry, surprised)



Now make some finger puppets from the page your home instructor gives you.

After you make the puppets, practise retelling the play several times. Now you're ready to present your play!

Discuss the criteria in the chart with the student.

Provide the student with the "Rumpelstiltskin Finger Puppets" from the Appendix. Have the student add details, colour the characters, and cut them out. Show how to make a finger puppet by cutting out the strips to make rings to glue the characters onto. After you practise retelling the story, discuss how the presentation met the criteria in the chart.

Looking Back

What do you think is the most interesting thing you did today? Why?

Are you pleased with how your finger puppets turned out? Why or why not?

Is the play ready to be presented? Why or why not?

How do you feel performing in front of an audience? Why?

Is it getting easier to perform the more you do it? Why do you think that is?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 6B and complete Day 17: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Show how many words you made out of your name.
- Ask family members to see how many words they can make out of their names.
- Present the puppet play "Rumpelstiltskin."



Day 18: Too Much of a Good Thing

Can you ever have too much of something that is good? You'll find out today.

You're almost finished Module 6. Congratulations!



Calendar Time

Follow the daily procedure.



Complete Day 18: Assignment 10 in your Assignment Booklet only if you have continued with the Calendar Time activities.



Work on Module 6: Day 18.

Journal Time



Take out your journal. Turn to the **Personal Writing** section.

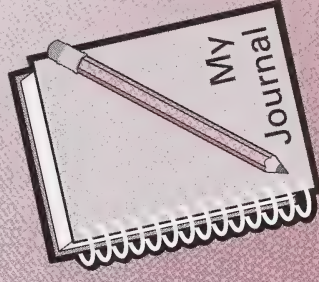
Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Module 6B: Beyond Canada

Assist the student with selecting a topic as needed.



The Three Little Pigs

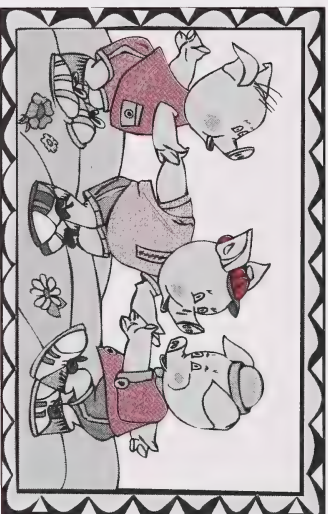
Ask the student to retell the story of “The Three Little Pigs.” If the student is not familiar with the story, tell a version that you know.

Find “The Three Little Pigs Blues” on the *Music and Movement in the Classroom* CD #2. Tell the student that this is a musical version of “The Three Little Pigs.” Play the selection and ask the student to listen carefully.

Discuss the questions with the student.

Help the student locate the lyrics on page 42 of the *Music and Movement in the Classroom* booklet.

You and the student will read the song aloud as a chant or rap. See the Home Instructor’s Guide for instructions.



You know the story “The Three Little Pigs.” What is it about? You have probably read or heard many versions of this tale. Today you will listen to a song that tells the story of the three pigs.



Listen to “The Three Little Pigs Blues.”

How is the song different from the version that you told?
How is it the same?

Listen to the song one more time. Follow the words in your *Music and Movement in the Classroom* booklet.

Now read the song silently. Think about how you could turn the song into a chant or “rap.”

New Words

These words are from the selection "The Three Little Pigs Blues." Read them to your home instructor.

come

third

first

built

Print the new words in alphabetical order.

Use one of the new words to complete this sentence.

1. Each pig _____ a house.

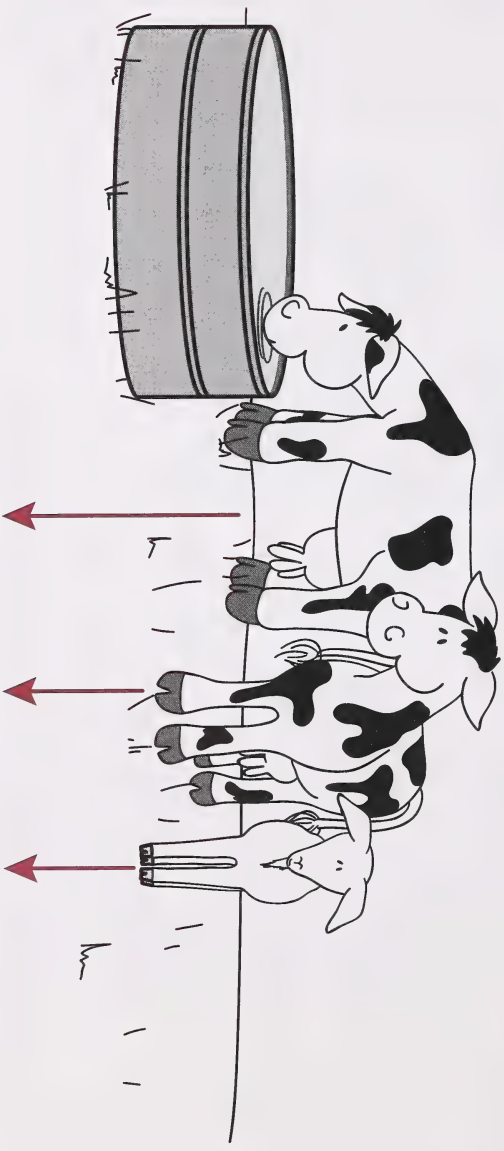
Check that the words are listed alphabetically.

The answer is *built*.

The answers are *first*, *second*, *third*; *come*; *build* ends with a *d*, *built* ends with a *t*. The student may also recognize that *build* means it's happening now and *built* means it has already happened in the past.

On the lines, print the answers to the following.

Print the words to tell the order.



What is an antonym of **go**? _____

How are the words **build** and **built** different?



Take out your *Collections Writing Dictionary*.

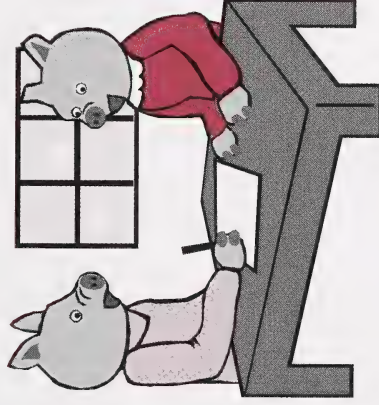
Print the four new words in your dictionary.



Complete Day 18: Assignment 11 in your Assignment Booklet.

Write a Menu

The Little Pigs wrote a letter to the Big Bad Wolf. They told the wolf to leave them alone. At the bottom of the letter they added "P. S.: If you are still hungry, try the Big Woods Café!"



Take out unlined paper or coloured construction paper.

Look at *Canada's Food Guide to Healthy Eating* and discuss nutritious food choices that represent all four food groups. Ask the student to choose foods that are different from those that appear on the menu in the graphic.

Look at the menu for the Big Woods Café. Think about some new food that could be served at the café.

Make up a new menu for the Big Woods Café. Make your menu look like the one in the picture. Provide foods from all four food groups. Organize the foods under suitable headings.

Big Woods Café

Appetizers

Chicken Wings	\$2.50
Potato Skins	\$3.25
Shrimp Platter	\$6.95
Soup of the Day	\$2.95
House Salad	\$2.95

Meals

Hot Chicken Sandwich	\$5.50
Hot Beef Sandwich	\$5.25
Salisbury Steak	\$6.95
Steak Sandwich	\$7.95
T-Bone Steak	\$9.95

All meals come with French fries or mashed potatoes.

Burgers

Hamburger	\$2.50
Hamburger Deluxe	\$3.25
Double Burger Deluxe	\$6.95

All deluxe meals come with French fries.

Beverages

Milk	\$1.50	Pop	\$1.50
Coffee	\$1.00	Juice	\$1.00
Tea	\$1.00	Coffee refills free	



You will send your menu to your teacher later today.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

The following words are from the selections “The Three Little Pigs Blues” and “Rumpelstiltskin.” Read them aloud.

third heard gold ring

child found king

Can you find the consonant blends at the end of each word?

You’re going to write other words that end with a consonant blend.

Both you and the student read silently for ten minutes.

Review that a consonant blend at the end of a word is when the sounds of two or more consonants blend together but each sound is heard at the end of the word, as in *stamp*, *milk*, and *skunk*.

Have the student go to the Assignment Booklet to write the sentences you dictate that contain words ending with consonant blends. Refer to the Home Instructor's Guide for the sentences.

Have the student print the answers on the lines. Get the student to see and say that *Nadine Ryland* is the illustrator as well as the author.



Complete Day 18: Assignment 12 in your Assignment Booklet.

Too Much of a Good Thing



Take out your book *Tales Near and Far*.

Turn to the inside back cover.

Who is the author of "Too Much Sun"?



Who is the illustrator?

Read "Too Much Sun" aloud.

Look at the illustration. How does the picture tie in to the writing? What does it mean to have “too much” of something? Have you ever had too much of something? What was it? Some things are good for you, but if you get too much of them, they can become harmful. Can you think of any?



The sun is like that. Being outdoors is good for you. But too much sun can be **harmful**. Have you ever had a sunburn? Circle **Yes** or **No**.

Discuss what it means to have too much of something and discuss times the student has experienced this. Talk about what the cliché “too much of a good thing” means.

Ask the student what *harmful* means (can hurt or damage). Have the student look the word up in a dictionary.



Discuss the damage that excessive exposure to sunlight causes. Too much exposure to the sun is a major cause of skin cancer and premature skin aging. Health experts also believe that UVA may weaken the immune system. People who get sunburn have an increased risk of developing skin cancer. Each new sunburn increases the risk a little more.

Brainstorm ways to protect yourself from too much sun exposure: wear a hat, use sunscreen, wear sunglasses, and wear light clothing.

You get sunburn when you are in the sun too long. Your skin turns pink or red and it feels tender. Sometimes you get blisters. And your skin can get itchy. Try not to get sunburned. Too much sun can damage your skin. It can even cause skin cancer.

What can you do to protect yourself when you're outdoors? Look at the picture of Janna. What is she doing to protect herself from too much sun?

Read the selection "Too Much Sun" on the next page.



Too Much Sun

Janna knows that too much sun is harmful. She wears sunblock, or sunscreen, when she goes out in the sun. A sunblock blocks the harmful part of the sun's rays from her skin. She makes sure to put it all over her skin. She doesn't forget to put it on her face and ears because they can burn easily. After Janna goes swimming, she always puts more sunscreen on. She wears sunscreen in the shade too, because harmful sun rays can reach her there as well.

Janna wears a t-shirt and shorts. These help cover her skin. And she always wears a hat with a brim. The brim keeps the sun off her face, ears, and neck. Janna always wears sunglasses when she's outdoors in the sun to protect her eyes from the sun.

Janna and her friends stay out of the sun during the hottest times of the day, when the sun's rays are strongest. That's between 10:00 in the morning and 3:00 in the afternoon. During this time, a person can burn in only 15 minutes! They stay indoors or in the shade. If they do go out in the sun, they will only stay for 20 minutes at a time. And they aren't fooled by cloudy days. They know that harmful sun rays can reach their skin on cloudy days.

Go over each of the points listed with the student.

Janna knows how to protect herself from the sun. The following is her list of **ABCs for Fun in the Sun**:

- **A = away** Stay away from the sun in the middle of the day.
- **B = block** Use a sunscreen.
- **C = cover up** Wear a t-shirt, hat, and sunglasses.



Take out poster paper.

Discuss how the student can show two people being “sun smart” or protecting themselves against overexposure to the sun. Assist the student in selecting an appropriate title.



Make a poster showing you and a friend being “sun smart.” Use pictures and words in your poster that get the message across and bright colours that attract attention. Give it a title. Hang it up where others can see it.

You will send your poster to your teacher at the end of the day.

Looking Back

What was your favourite part of this module? Why?

What was the most difficult thing you did in this module?

Which skills do you think you improved the most in this module?

Do you think your reading is improving? Do you think your writing is improving?

What did you learn in this module?

Story Time

Relax and enjoy the story!



A good way to help the student remember some of the module's past activities is to sort together through the items being sent to the teacher and encourage the student to comment on them.

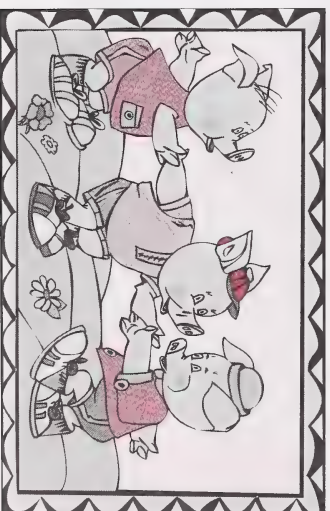
Challenge the student to choose the journal entries for submission from the ones completed throughout Days 10 to 18, and to explain why these particular pieces of writing were chosen.

Turn to Assignment Booklet 6B and complete Day 18: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Perform your chant of “The Three Little Pigs Blues.”
- Show the menu you wrote for the Big Woods Café.
- Show the poster you made. Tell why it’s important to be “sun smart.”
- Talk about your favourite activities from this module.

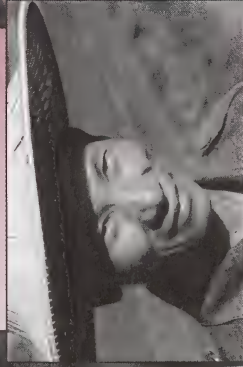
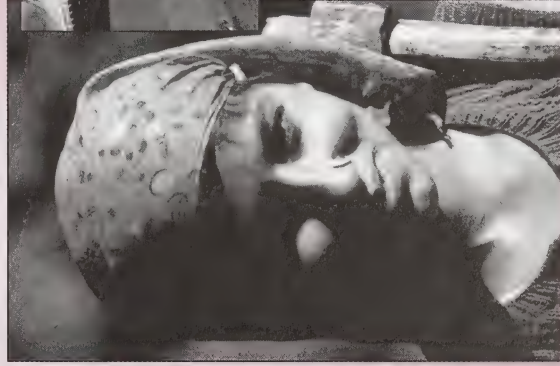


Module Summary

The Journey Continues

In this module your journey took you to many countries and communities around the world. You learned about continents too.

You discovered the different ways you can show respect and appreciation for people and their different lifestyles. You also listened to music and practised different rhythm patterns.



You discovered *Canada's Food Guide to Healthy Eating* and learned what nutritious foods are and how much food from each of the four food groups you should be eating each day.

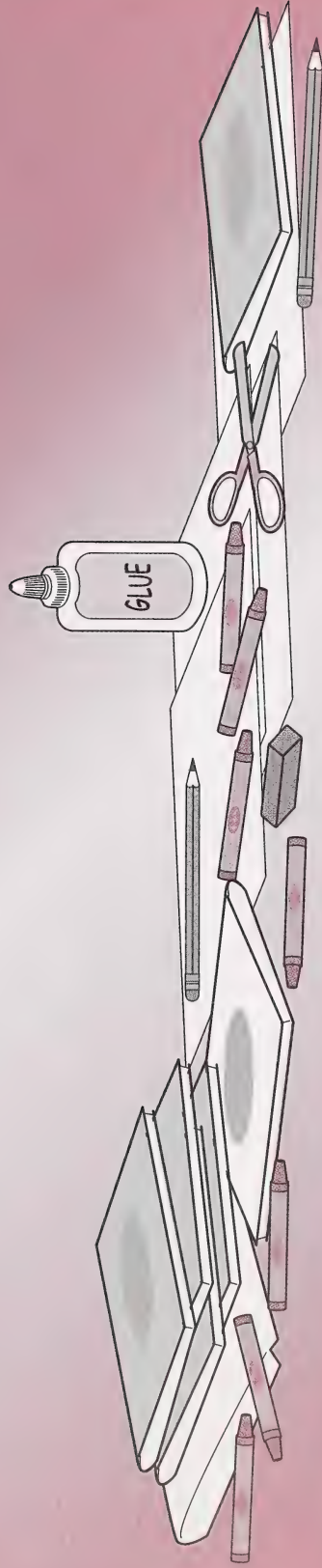
Did you like making food from other countries?

You are now ready to journey on to Module 7.



Appendix

Image Credits Cut-out Learning Aids



Cover

Corel Corporation

Title Page

Corel Corporation

Welcome Page

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Contents

Corel Corporation

Page

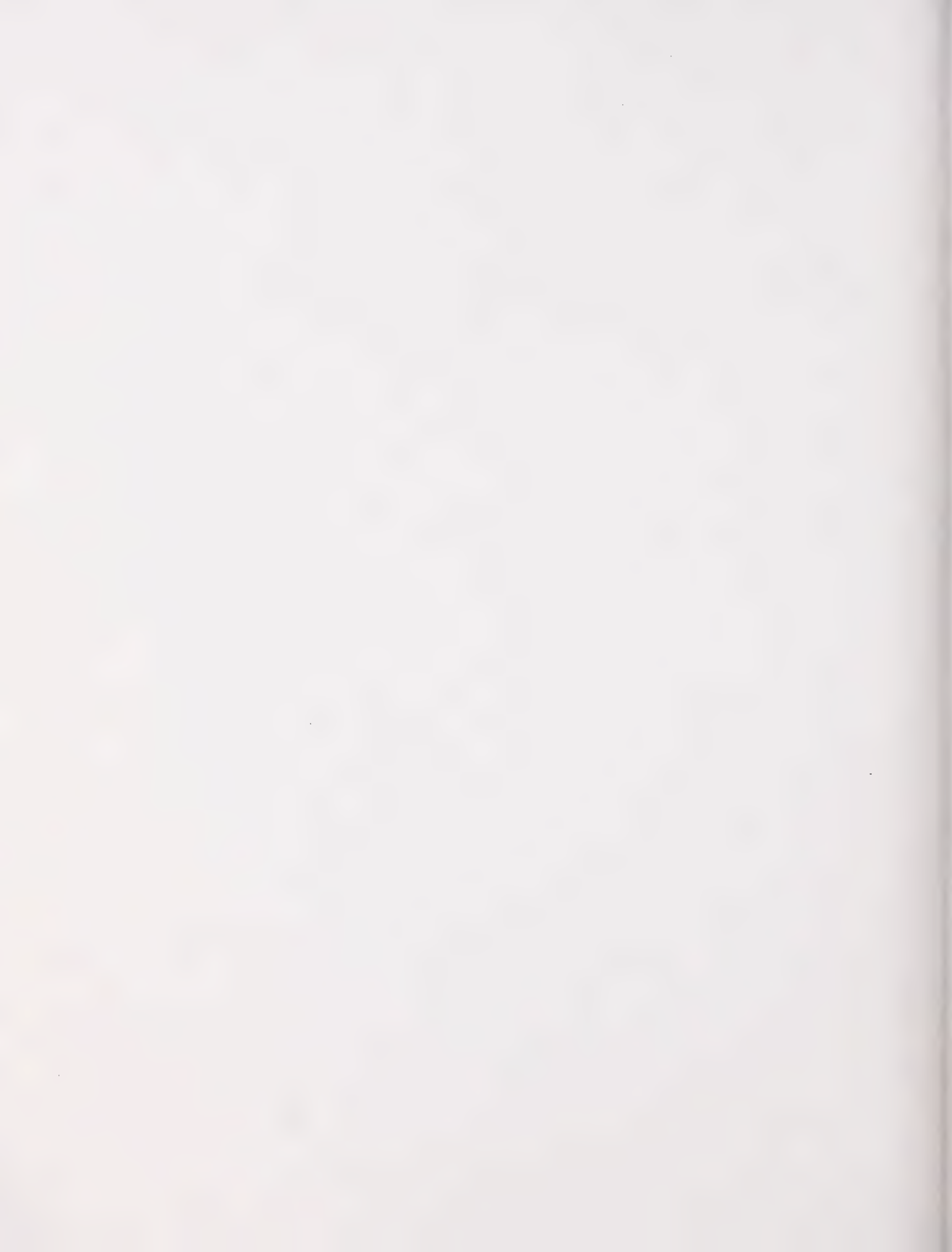
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100	background photo: PhotoDisc Collection/Getty Images
	inset photos (left to right): PhotoDisc Collection/Getty Images, Corel Corporation
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141	left to right: Corel Corporation, PhotoDisc Collection/Getty Images, Corel Corporation
142	Digital Vision/Getty Images

Editing and Revising

To edit and revise, you need to read aloud and listen to your writing. As you listen and look at the writing, ask yourself these questions:

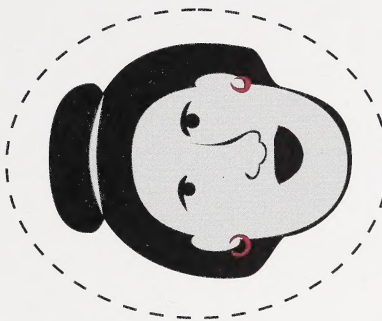
- Does my writing make sense? Are the ideas clear?
- Would any ideas sound better if they were grouped or joined together?
- Could I use more interesting words?
- Do I need to add some details or information?
- Are there any ideas or words I should leave out?
- Do I have an interesting beginning and ending?
- Have I used capital letters correctly?
- Have I used correct punctuation?
- Is my printing clear and easy to read?



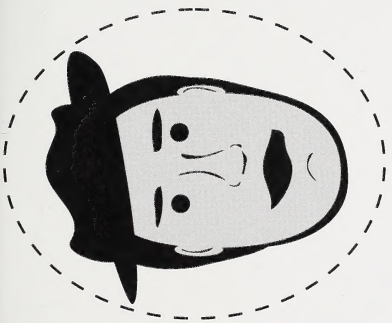
	Nita's Community	My Community
Homes		
Food		
Clothes		
Occupations		
School		
Recreation		
Language		
Climate		



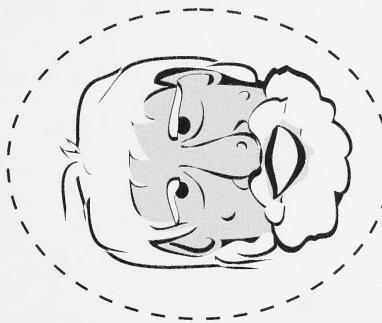
Rose



Audience



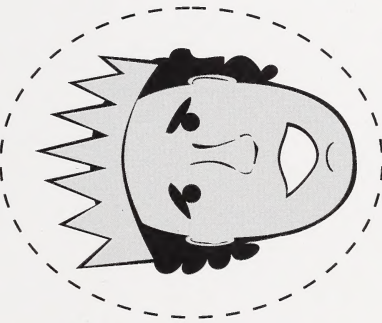
Miller



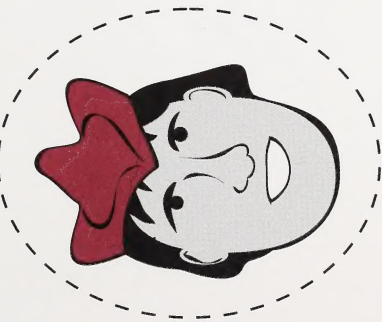
Little Man (Rumpelstiltskin)



Storyteller



King



Messenger



